

The Effectiveness of Use of Multimodal Text Teaching Materials on Learning the Indonesian Language in High School

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Abstract

Currently, in the digital era, the use of technology in learning is becoming increasingly more important. Multimodal texts, which combine various modes of communication such as text, images, audio, and video, are used as interesting texts in learning Indonesian. This research aims to determine the effectiveness of using multimodal text teaching materials in Indonesian language learning in high school. This type of research is experimental quantitative research; the approach used is scientific. The data source in this research is Multimodal text teaching materials. The data in this research is in the form of pretest and posttest. Data collection techniques in this research used observation, tests, and documentation. The data analysis used in this research is descriptive statistical analysis and gain index data analysis. The sig value is shown in the data processing results using the independent t-test. (2-tailed) is $0.025 < 0.05$. So H_0 is rejected, and H_a is accepted, so there is a significant average difference between the experimental class and the control class. There are findings of multimodal text forms in the e-book module. Multimodal learning is an effective medium used to increase understanding in high school students.

Keywords: Learning, Multimodal Teaching Materials

I. INTRODUCTION

Learning is an effort to develop activity and creativity because students are taught to have ethical attitudes and behavioral habits that reflect their existence as good individuals. Learning needs to be planned, implemented, and assessed to be carried out effectively. Success in achieving quality learning is also determined by the learning model used by the teacher so that students are motivated to learn (Yogica et al., 2019). In the learning process, a teacher needs to be more creative in determining an appropriate model to create conducive classroom conditions and ensure the learning process follows the expected goals. Currently, in the digital era, technology in learning is becoming increasingly important. Teachers must always explore and develop their creative attitudes continuously in managing learning, for example, in choosing and applying various approaches, methods, and learning media, because if not, educational goals will not be optimal, just relying on methods and media alone, learning will be monotonous (Komarudin, 2023) means that teachers must prepare various methods and learning media approaches so that learning is effective and enjoyable. Kress and van Leeuwen, 1996 (Hermawan, 2013). Multimodality is a term used to refer to how people communicate using different modes simultaneously. Therefore, multimodality in the learning process becomes very important. Learning that combines text, images, and audio will be more fun and effective. Help students understand learning material, especially when learning Indonesian.

Multimodal text teaching materials help students negotiate texts and use texts as persuasion tools (Siagian & Sihombing, 2022). various activities can be developed individually and in groups, providing opportunities for students to solve problems and creatively convey their ideas. Using textbooks that integrate multimodality will provide convenience and benefits for students so that learning objectives can be achieved effectively. With the development of digital technology, multimodality integration in Indonesian language learning is becoming increasingly possible and relevant.

Multimodal text combines written and spoken text by combining text, images, audio, and video (Yunus Abidin, 2022). Multimodality is text that combines audio with other means of communication, such as images, audio, or spoken words, presented simultaneously in full text. This is reinforced by Pratiwy's opinion that multimodal texts consist of language, photos, music, gestures, and architecture (Pratiwy & Wulan, 2018). With reading materials in the form of multimodal texts, students gain understanding from reading the text, seeing images or listening to audio, and watching animations or videos. Multimodal texts used as media in learning consist of various semiotic sources (verbal, movement, visual) deployed through multiple modalities and interaction and integration in text coherence (Firmansyah, 2019). In this way, students will more easily understand the contents

of the text, both expressed and implied, analyze the text, evaluate the meaning and benefits of the text, and reflect on the contents. Thus, it can be argued that multimodal text is dynamic and different from monomodal text or text that only uses one mode.

Research has been conducted on Indonesian language teaching materials, but little research specifically examines multimodal texts. The research includes (1) (Fitriani & Indriaturrahmi, 2020) with the research title Development of e-modules as a learning resource for Indonesian language subjects for class X MAN 1 Central Lombok. The research results are that the development of e-modules is structured based on student needs, namely that students are given access to material that is packaged attractively by providing multimedia features as well as evaluation in the form of online-based exercises and quizzes. Students can study independently anytime and anywhere. Teachers can also assist students' learning activities in real-time. (2) (Marizal & Asri, 2022) with the research title Development of Electronic Modules Assisted by Professional Flipping Book Applications Learning to Write Explanatory Texts. The research concludes by developing an electronic module product assisted by the Flipping Book PDF Professional application, learning to write explanatory texts at SMK Negeri 9 Padang, presented as a link that can be used as a learning resource independently or in class. This electronic module has a very attractive design in text, images, learning videos, and animations and uses beautiful colors for class XI vocational school students.

This research is different from the research above. It aims to determine the effectiveness of using multimodal text teaching materials to learn Indonesian in high school. Based on the results of student interviews at Sman 1 Dukupuntang using Google Forms from 21 respondents, it is clear that students' situations vary greatly. 61.1% of students had difficulty understanding the material, 41% experienced boredom, and 40% were not enthusiastic about learning activities. As said by (Komarudin, 2018), Teachers, both in quality and quantity, are one of the determining factors in implementing education or learning. No matter how good an official (curriculum) is, the results depend on the actual process and what the teacher does in the classroom.

This agrees that the application of multimodal-based learning can minimize various factors and obstacles experienced by students while studying, difficulties encountered by students while understanding learning material, and obstacles students experience while interacting with digital content or website-based distance learning (Rovira et al., 2015). Apart from that, teaching materials are only delivered through textbooks, providing challenges for students in understanding the subjects. A case study research proves that multimodal technology learning can improve students' higher-order thinking skills and conceptual engagement during learning (Murcia, 2014). Based on the needs analysis, teaching resources are needed in multimodal texts to increase students' understanding of information. Apart from that, videos can help teachers convey material effectively. This allows students to understand concepts better because they can simultaneously see, listen, and practice the information.

From this data, the researcher has a solution to make students understand the lesson during learning and improve learning outcomes using multimodal media. The researcher designed this multimodal text as creatively as possible by combining audio, video, text, and images. Multimodal text learning is one of the characteristics of 21st-century learning. In the digital era, using technology in learning is increasingly important. In line with this opinion (Greenstein, 2012) in the journal (Sugiyarti et al., 2018), students living in the 21st Century must master knowledge, have metacognitive skills, think critically and creatively, and communicate or collaborate effectively. This illustrates the gap between expectations and reality. Multimodal texts are one learning tool that is relevant to this trend. This research can provide evidence about the effectiveness of using multimodal texts in learning Indonesian at the high school level, thus becoming a basis for developing better learning methods in the future. By understanding the effectiveness and implementation of these teaching materials, this research can help improve and enhance the quality of Indonesian language learning at the high school level..

II. METHODS

The research used is a quantitative approach, namely a process of finding knowledge using numbers to find information about what we want to know. In this research, the researcher wants to see the different treatments of the two classes and the influence of the therapy on student learning outcomes, so the appropriate research method to use is the experimental method. This research was carried out at SMAN 1 Dukupuntang. The population in this study were students in classes XI - 7 and XI - 5 at SMAN 1 Dukupuntang, the odd semester of the 2023/2024 academic year—selection of classes XI - 7 and XI-5. Class X I -5 is the control class, and X I -7 is the experimental class. Quantitative methods are made systematic, planned, and structured from the beginning to the creation of the research design (Wirnawa & Sukma Dewi, 2022). (Sugiyono, 2016) quantitative methods can be interpreted as research methods used to examine certain population or samples, sampling techniques are generally carried out randomly, use data using research instruments, and quantitavie data analysis to test hypotheses that have been determined.

The experimental method is a way to look for a causal relationship between two factors deliberately caused by the researcher by eliminating, reducing, or setting aside other disturbing factors (Komarudin, 2018) in Arikunto, 2010. This means that with the experimental method, the researcher uses a learning method using the perfect method, and then the results are assessed. Researchers used quasi-experimental research methods. The quasi-experimental research method only uses two classes, one

experimental and one control class. This research was conducted to determine students' abilities based on the learning outcomes in this lesson: (1) Students can apply strategies to understand explanatory news texts by confirming predictions that have been made correctly; (2) Students can understand information in detail based on existing opinions and factual data such as understanding, explanation, process, etc. ; (3) Students explain the phenomena that occur and explain the causes and effects of an event, before being given treatment and after using Multimodal media. Research design is the plan and structure to obtain empirical evidence in answering research questions. The research design used by the author is a nonequivalent control group design. This research design is almost identical to the pretest-posttest-control group design (Sugiyono, 2016). The experimental and control classes are used in quantitative research as comparison classes. However, the experimental and control classes are not randomly chosen in this design.

In a nonequivalent control group design, purposive sampling randomly selects two groups. Purposive sampling is a technique for determining samples with certain considerations. Furthermore, using a purposive sampling technique, the researcher intends to take two samples with the same characteristics and are selected objectively (Sugiyono, 2016). The first group is a class using multimodal media, and the second group is a conventional learning control class. The two groups were each given a pretest and post-test to determine the initial situation and the learning results. After that, the experimental group was given treatment in the form of multimodal text, while the control group was not given treatment (conventional).

Instrument testing in this research used validation tests and reliability tests. Validity is a measure that shows the level of validity or difficulty of an instrument. It is said to be valid, meaning that the instrument can measure what it wants to measure. A valid instrument means that the measuring instrument used to obtain data (measure) is valid, and conversely, a less valid instrument means it has low validity. The high or low validity of the instrument shows the extent to which the data collected does not deviate from the description of the intended validity (Arikunto Suharsimi, 2010). The validation test uses the product moment correlation formula from Pearson.

Reliability is synonymous with consistency or constancy. High reliability of an instrument occurs if the data collection instrument created has consistent results in measuring what it wants to measure. Reliability can make an instrument trustworthy enough to be used as a data collection tool, or in other words, a reliable instrument can produce reliable data. After knowing the number of valid items using the previous validity test, the next step is to test the instrument's reliability with the orientation that the questionnaire used in this research can be used as a data collection tool. The reliability test uses the Cronbach's Alpha formula with a significance level of 5% (0.05). Data analysis techniques consist of prerequisite testing and hypothesis testing. The prerequisite tests for analysis in this research are the normality test and homogeneity test (F test) with a significance level of 5% (0.05). The hypothesis test used is the independent t-test with a significance level of 5% (0.05).

III. RESULTS AND DISCUSSION

Research results are from the title Effectiveness of Multimodal Text Teaching Materials in Learning Indonesian in High School. The results of the hypothesis were carried out using the mean test formula or t-test assisted by SPSS version 20 software. The analysis results show that the average initial ability (pretest) between the experimental class and the control class shows no difference in the average pretest score. Which is significantly significant.

Learning outcomes of Experimental class and control Class students

The pretest was conducted to determine the student's initial condition of Indonesian language learning results before they were treated to one of the groups. In contrast, the post-test was conducted to determine the extent of the student's final Indonesian language learning to understand after the experimental class received treatment using Multimodal media.

Based on the questionnaire given by the teacher to students before and after giving treatment, the data was then analyzed. Table 1 presents a comparison of Indonesian language learning outcomes between the experimental class and the control class.

TABLE 1
Pretest data for experimental class and control class

Statistics	Class	
	Experiment	Control
Highest Score	80	75
Lowest Score	30	20
Average	57	54

TABLE 2
Post-test score data for experimental and control classes

Statistics	Class	
	Experiment	Control
Highest score	95	80
Lowest score	40	40
Average	74.84	66.43

The table above shows that the average pretest score for the experimental class is 57 with poor interpretation, and the average for the control class is 54 with poor interpretation. This shows that the average initial abilities of the two classes are not much different. After the core activities in the experimental and control classes were conducted, a post-test was conducted to determine the final abilities of the two classes. From the post-test results for both classes (experimental and control), quite significant results were obtained. The average score for the experimental class was 74.84, with the highest score being 95 and the lowest score 40. Meanwhile, in the control class, the average score was 66.43, with the highest score being 80 and the lowest being 40.

Providing pretest and post-test methods to students will guide them to the stages of cognitive development in understanding the material or lesson materials well in the learning process (Effendy, 2016). Teachers use this method as a regulator of learning progress (Advance Organizations), which is useful as a bridge that connects things that students are studying "currently" with what they will learn so that students will be better able to understand the learning material easily, which can measure the extent of student's readiness for the material to be taught and also see the extent of the results or abilities that students have achieved in learning. This agrees with (Sertiana Siahaan, 2023). Advance organizing is a way of learning to acquire new knowledge that is linked to the knowledge in the lesson that will be taught.

Test Requirements analysis

Before testing the experimental class and control class hypotheses, a requirements analysis or assumption test is first carried out. This research's data analysis requirements include the normality and homogeneity tests. The results of the analysis requirements test are explained below.

1. Normality Test

The normality test in research is used as a requirement for t-test testing. In this research, the data must be normally distributed. If the data is not normally distributed, then the t-test cannot be continued. A distribution is said to be normal if the significance level is >0.05 , whereas if the significance level is <0.05 , then the distribution is said to be abnormal. To test the normality of the data using SPSS 21. In the research, the data collected were pretest data for the experimental and control classes and post-test data for the experimental and control classes. The results of the data normality test calculations are presented in the following table.

TABLE 3
Pretest Data Normality Test

Student learning outcomes	Class	C	Df	Sig
	Pretest Experiment		,110	32
Pretest Control Test (Conventional)		,130	32	,186

TABLE 4
Posttest Data Normality Test

Student learning outcomes	Class	C	Df	Sig
	Experiment Post-test		,152	32
Control posttest (Conventional)		,176	32	,013

Results show that the experimental and control classes' research data were normally distributed and obtained sig. The value of the experimental class pretest is $0.200 > 0.005$ by the basic provisions for normality test decision-making. If the sig value is > 0.005 , the experimental and control class pretest data are normally distributed. Likewise, with the post-test data, the sig value obtained in the experimental class post-test was $0.057 > 0.005$ and the sig value. The control class was $0.013 > 0.005$ in the post-test, and the experiment and control classes were normally distributed.

According to the article (Handayani & Subakti, 2020), the normality test functions to measure nominal, ordinal, interval, and ratio data. If the data distribution is normally distributed, then the analysis uses a parametric method; if it is not, it uses a non-parametric method.

2. Homogeneity Test

The homogeneity test determines whether the research sample has the same or homogeneous conditions. The SPSS 21 program assisted with the homogeneity test. The results of the homogeneity test calculations are shown in the following table.

Table 5
Pretest Data Homogeneity Test

		<i>Levene Statistics</i>	df1	df2	Sig.
Student learning outcomes	<i>Based on Mean</i>	,197	1	62	,658
	<i>Based on Median</i>	,213	1	62	,646
	<i>Based on the Median and with adjusted df</i>	,213	1	61,712	,646
	<i>Based on trimmed mean</i>	,200	1	62	,656

Table 6
Post-test Data Homogeneity Test

		<i>Levene Statistics</i>	df1	df2	Sig.
Student learning outcomes	<i>Based on Mean</i>	2,834	1	62	,097
	<i>Based on Median</i>	1,895	1	62	,174
	<i>Based on the Median and with adjusted df</i>	1,895	1	61,712	,174
	<i>Based on trimmed mean</i>	2,676	1	62	,107

Based on these two tables, homogeneity testing aims to determine whether the research sample has the same or homogeneous conditions (Icha Timart Diany Sinaga et al., 2022). In these two tables, it is known that the significant sig value is $0.097 > 0.05$ by the requirements. If the sig value > 0.05 , then the experimental and control classes' post-test data are homogeneous. So, the two classes used as research samples are homogeneous.

Hypothesis test

The data is normally distributed based on the analysis requirements test, and homogeneous hypothesis testing can be carried out. Hypothesis testing can be done using a comparative t-test for two independent samples to determine the effectiveness of using multimodal text teaching materials in Indonesian language learning at Sman 1 Dukupuntang. The hypothesis test used in this research is an independent sample test. This test decides whether the research hypothesis can be accepted or rejected.

The statistical formulation of the hypothesis is:

- Hypothesis
 H0: There is no influence on the use of teaching materials Multimodal texts in Indonesian language learning at Sman 1 Dukupuntang
 H1: There is an influence of the use of multimodal text teaching materials on Indonesian language learning at Sman 1 Dukupuntang
- Determining the Level of Significance
 If the significance or probability value is $< \alpha = 0.05$, then H0 is accepted, and H1 is rejected
 If the significance or probability value $\geq \alpha = 0.05$, then H0 is rejected, and H1 is accepted.
 The results of the independent sample t-test are in the table below.

TABLE 6
Effectiveness of Multimodal Media Using Independent Sample T-Test

	F	Sig.	Q	Df
<i>Equal variance assumed</i>	5,046	0.28	2,289	62
<i>Equal variances not assumed</i>			2,289	56,969

Based on the table above, a sig (2-tailed) value of $.025 < 0.05$ is obtained, so H0 is rejected, and Ha is accepted. There is a significant average difference between the experimental class that uses multimodal and the control class that uses conventional

learning, which shows that using multimodal in the experimental class increases student learning outcomes. According to (Kayati, 2022), students gain broader knowledge With teaching materials and learning media in the form of multimodal texts because they can utilize all the information in the text.

This difference is based on the post-test results for the two classes. The experimental class experienced greater improvement compared to the control class. So, it can be said that learning is using multimodal media. The research results show that multimodal media influences the results of learning Indonesian in class XI high school students.

Learning using Multimodal has a significant impact on students. The most pronounced effect is that multimodal allows teachers to use relevant learning theories appropriately and integrate them with written and audiovisual materials during the learning process (Yunus Abidin, 2022). The multimodal approach also provides an excellent platform for students to collaborate easily and develop team spirit. Learning with a multimodality approach, students are much more active in learning activities, and gradually, the class becomes rich in activities (Zhang, 2015) because the multimodal approach can accommodate all students with various unique learning styles in terms of communicating and carrying out learning activities.

The successful implementation of the multimodal approach is in line with the implementation in Brazil. (Zacchi, 2016) his research concluded that overall, the reflections raised above aim to contribute to teaching English as a foreign language in Brazil, not only in terms of multimodality but also in issues such as migration, local vs global relations, cultural differences, and interactions in the classroom. Although it is impossible to assume that a multimodality approach alone can change language learning, at least this approach has been proven to add weight to the case for language learning transformation. Multimodality is a central mode of meaning-making today. Activities developed through a multimodal approach allow students to become acquainted with various ways of reading texts without giving too much importance to linguistic modes. This approach also paves the way for an increased focus on multicultural learning, which has not been widely felt. The use of images and the transition from monomodal (visual mode) to multimodal (visual and verbal modes) analysis proves to be quite useful, as it clarifies how different modes intersect and influence each other. Suppose the title of a text provides context for the reader. In that case, images offer an alternative, different reading, even after the reader is made aware of the context of the title. This is where multimodality shows its specificity: bringing different effects that are not yet available in a particular individual mode (Zacchi, 2016).

The success of learning by applying a multimodal approach has placed multimodal texts and technology into one mode. As in research (Widyaningsih & Assidik, 2024), multimodal learning provides students with a more interesting learning experience. Using various types of media, such as images, audio, and video, in multimodal learning can increase students' interest in learning and make them more involved in learning, increasing learning motivation. Multimodal learning has also been proven effective in improving students' writing skills, especially in short story learning. It can be seen from the average value of the class in each cycle, which continues to increase. This is the same as the success of learning using multimodality carried out by (Budijanto & Setyaningsih, 2022), who concluded that affixation learning that utilizes the authentic dimension of multimodality will be able to help students interpret words and the function of words that undergo a morphological process. This affixation makes words have grammatical meanings so that the multimodality dimension can reaffirm the meaning and function of words with affixes, making learning affixation more meaningful for students. Apart from that, from a linguistic aspect, the forms of affixation, namely prefixes, suffixes, and confixes in advertisements, comics, and videos, can then be interpreted further with the other three multimodality aspects.

From this explanation, Multimodal Media can be used as effective learning to improve student learning outcomes and understanding. This was also stated by (Bachrudin et al., 2023) that multimodal-based modules are very effective. Apart from that, the teaching materials contained therein are interesting because there are variations in font types, frames, and images. So this can attract students' interest in the learning process. In line with the findings of (Arbaini, 2021), multimodal learning provided through activities involving aspects of attitude, knowledge, and skills simultaneously encourages children to have high creative abilities and can erode students' feelings of lack of self-confidence. Through reading activities, memorizing vocabulary, and much more, students have a great opportunity to be more accomplished, creative, and independent when studying from home or at school so that, at the same time, they are able to encourage children to be more active, creative, and confident. Meanwhile, using multimodal media, especially in learning Indonesian, can be an alternative for teachers to create a pleasant learning atmosphere to make the material delivered easier for students to understand.

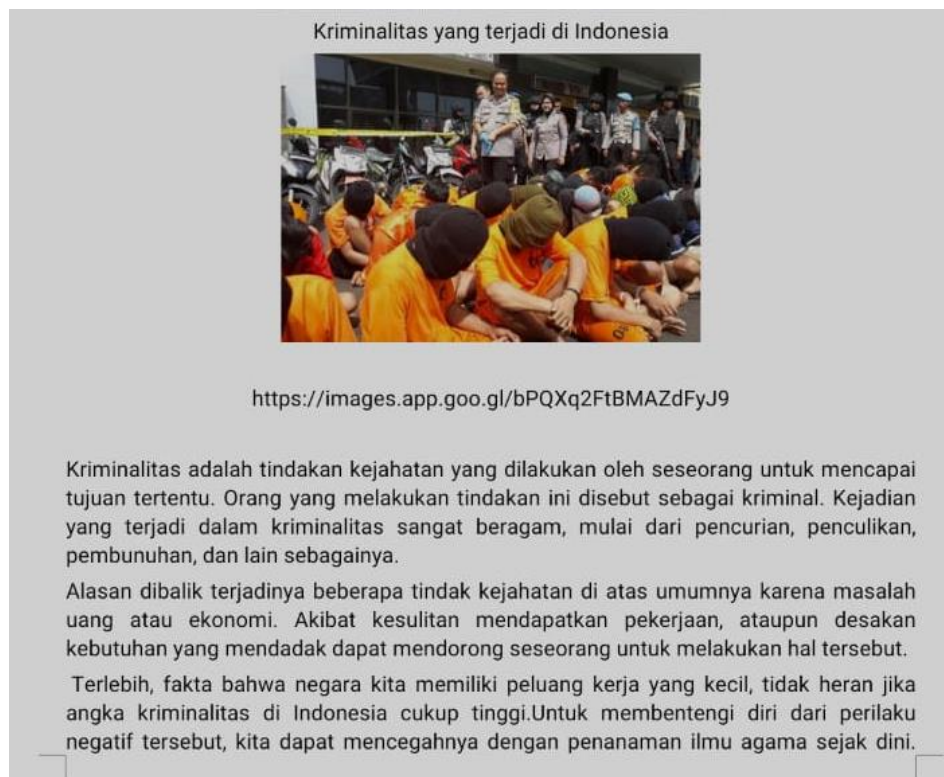
Multimodal Text Content as Learning Media

This research will analyze several multimodal texts, which are categorized based on their form.

Illustrated Text

Illustrated text is created using a verbal mode arranged in several paragraphs and a visual mode in the form of images intended to clarify the content of the text. In this type of text, the visual and verbal modes support each other and allow students

to construct meaning. This type of multimodal text, fiction, and nonfiction, is presented as material and a medium for reading activities.



Text image 1. Illustrated text

In Figure 1, explanatory text (fiction). The illustration of the person shows that this person is a criminal who the police have arrested. This text indicates that illustrated texts are included in multimodal texts with visual and linguistic modes supporting each other.

Illustrative text has a supporting role in helping students in reading activities so that students can easily understand the reading. Illustrations act as visual aids to help visualize abstract ideas and help students absorb and understand complex documents and concepts effectively and quickly (Amellya & Aryanto, 2021). Illustrations are pictures that tell a story that can help readers understand the text more easily (Arsy et al., 2017). In literary texts, the presence of illustrations in collaboration with the text can enrich the reader's imagination. Thus, multimodal texts in illustrated texts are presented as learning media in reading activities.

Text with Chart

Text with charts consists of a linguistic mode in paragraphs and a visual mode in charts that present data.

Perhatikan bagan ciri kebahasaan teks eksplanasi di bawah ini



Bagan unsur kebahasaan teks eksplanasi

Jika kita teliti dalam membaca teks eksplanasi, maka kita dapat menentukan ciri kebahasaan teks eksplanasi berdasarkan teori yang telah dipaparkan di atas. Berikut ini adalah ciri kebahasaan teks eksplanasi beserta penjelasan pada teks "Gunung meletus". Sekarang mari kita mendiskusikan ciri kebahasaan di bawah ini agar kalian dapat memahaminya.

Figure 2. Text with chart

The text with the chart can be found in the e-module. Like the linguistic elements of the explanatory text above. This chart presents data in the form of content contained in the linguistic elements in the explanatory text. This data is presented visually, so it is easy to understand. By introducing this chart, students quickly understand the contents of the descriptive text and can develop their ability to read data.

The successful implementation of learning using charts, such as the research (Mityasari, 2013) concluded. Based on the research results, it can be seen that the use of timeline chart media in learning can increase teacher activity, student activity, and student learning outcomes and get good responses from students. Therefore, by presenting charts, students can quickly understand the contents of the explanatory text.

Videos

Video is a multimodal text that consists of various modes, namely linguistic mode, visual mode, and audio mode. This type of text is one of the learning media that is mostly contained in e-modules or books. The videos in the book are videos that have been uploaded on YouTube, making it easier for students to access.

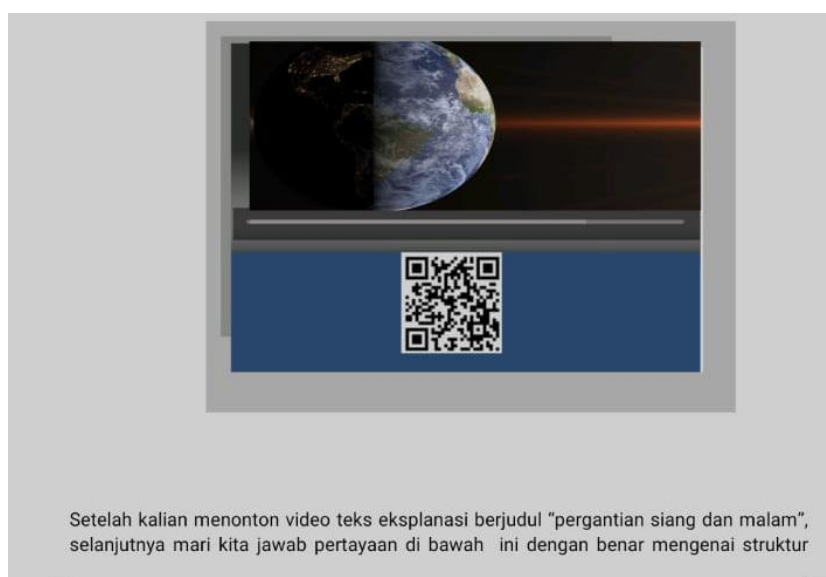


Figure 3. Video

Figure 3 shows that multimodal text in video is presented for listening, reading, and viewing activities. Students are asked to pay close attention to the video and then answer questions about the video. The video of the day and night process is also used as an example of the activity of producing or designing explanatory text.

YouTube videos are available via barcodes and links and are strategic and free learning media. This is because videos uploaded to YouTube present various information that is easily accessible to students (Sari, 2019). With video content accessed via links/barcodes in the e-module, students can utilize learning media appropriate to the material. The videos presented as important learning material are adapted to students' age, learning material, and psychological development (Rahmatika et al., 2021). YouTube videos relevant to learning material are effective media for enhancing the learning experience. Therefore, videos include multimodal text content, which also acts as a learning medium.

Concept maps

Concept maps are multimodal texts that include visual modalities, such as animated images and graphics, that form processes, hierarchies, matrices, and linguistic modalities. This text expresses abstract and complex ideas into more concrete and simple ideas.

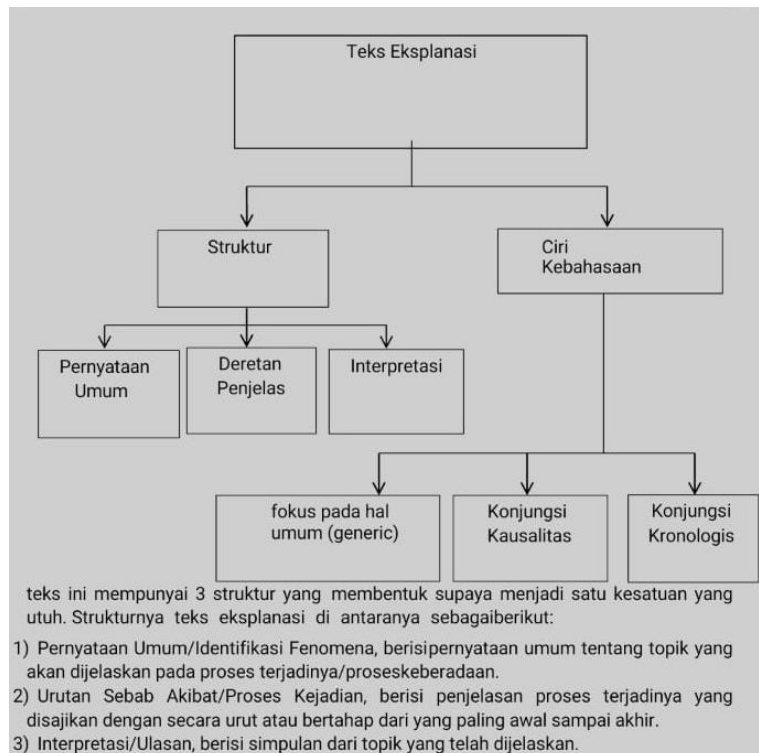


Figure 4. Concept map

Figure 4 shows that multimodal texts in the form of concept maps are presented in reading activities, as well as the structure and linguistic characteristics of short story texts.

Concept maps are graphic illustrations that indicate how a single concept relates to others in the same category. The concept map technique also uses visual reminders such as pictures, symbols, shapes, and so on so that the brain can remember them more easily. According to Martin (Putri et al., 2016), concept mapping is an important new innovation that can help children produce meaningful learning in the classroom.

Website

Websites are multimodal texts that can present a variety of semiotic sources to convey a message or information. In e-modules, this text can be accessed by scanning a barcode or clicking a link.



Figure 5. Website

Figure 5 shows that multimodal text in the form of a fiction genre website is presented in literacy activities by switching visual text to audio. As a learning medium, websites have flexible uses to create learning motivation (Islamuddin & Widyartono, 2023). Students must be able to understand these various semiotic sources to gain an in-depth understanding of the reading content.

Multimodal texts develop along with technological developments. Most multimodal texts are produced and distributed through digital media and the Internet (Kayati, 2022). This phenomenon implies that using multimodal texts in language learning requires integrating technology with media. This results from the concept of the Independent Curriculum, which is implemented digitally (Aswan et al., 2023). This is realized in the presentation of multimodal texts integrated with media in textbooks. This multimodal text content places text and technology strategically in learning (Yunus Abidin, 2022). With this integration, Indonesian language textbooks encourage students to develop language and literacy skills and the ability to use technology.

IV. CONCLUSIONS

Based on the research results, it can be concluded that there is a significant difference in student learning outcomes and understanding between the experimental class and the control class. The average learning outcomes in the experimental class, which uses multimodal learning, are higher than those in the control class, which does not use multimodal (conventional) with the use of E. The Independent Curriculum Indonesian language module is very important for utilizing electronic devices. Specifically, in the e-module, multimodal texts such as videos, websites, and electronic books can be accessed using the Internet. Therefore, multimodal learning is an effective medium for increasing understanding in high school students.

Researchers recommend using Multimodal learning in the Indonesian language learning process for educators, especially in understanding students so that they become more skilled and can learn independently. Apart from that, multimodal learning can be a recommendation for other researchers as an effective, interesting, and interactive learning media.

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