Prototype Development of Pragmatic Teaching Materials Based on Blended Learning Students of Indonesian Language and Literature Study Program Muhammadiyah University Makassar

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Abstract. In the 21 century, colleges are the most impacted institutions by societal dynamics that need a shift in curriculum substance to one that is more adaptable to students' interests, needs, and expectations. The Indonesian Ministry of Education, Culture, Research, and Technology issued a policy Number 754/P/2020, which encourages students to master numerous sciences systematically, so as to produce quality graduates with mastery of soft skills and hard skills, capable of work professionally according to the disciplines they master, and master ICT. Therefore, researcher is interested in creating prototypes of blended learning-based pragmatic teaching materials. Using the Dick and Carey development model, this research is categorized as R&D. The research stage starts from a preliminary study followed by design, development, assessment and revision, and dissemination. The findings revealed that expert validation, small-scale field trials, and large-scale field trials all contributed to the final outcome of the creation of blended learning-based pragmatic teaching materials. Materials and content on pragmatic blended-learning teaching materials consist of 10 learning subjects. There are materials for online learning as well as ones for in-person learning. Each topic contains two major components: learning resources and learning activities. The final outcome of the production of pragmatics teaching materials based on blended learning is certified legitimate, practical, and effective for use in pragmatic learning.

Keywords: Development, Prototype, Teaching Materials, Pragmatic Learning, Blended learning

1. Introduction

Based on Law no. 20 of 2003 concerning the National Education System which has been formulated in the KKNI and the MBKM (Merdeka Learning-Independent Campus) policy with the hope of realizing quality students, indicated by 75% of student graduation in pragmatic and productive courses which is indicated by output (student work results). However, student learning outcomes or achievements at the Pragmatics Court at the Indonesian Language and Literature Education Study Program, Muhammadiyah University of Makassar, have not been maximized. The results of the initial observations made by the researchers showed that students' understanding in analyzing the context was

not in sync with the topic; the teaching materials used still have weaknesses in terms of unsystematic presentation of the material; the examples given are still general in nature; the use of learning methods that are less varied, dominant is conventional so that students' learning motivation decreases; and lecturers are less varied and innovative in the use of online learning media. Therefore, pragmatics is absolutely programmed and controlled by students both in theory and practice so that appropriate, practical, and effective teaching materials are needed that are in accordance with the demands of the curriculum, student needs, and characteristics or student social environment. Based on this phenomenon, researchers are challenged to develop pragmatic teaching materials based on blended learning. Blended learning-based learning can eliminate the limitations of space and time in the learning process. Learning resources combine teachers, print media, and audio visuals by combining face-to-face learning and technological developments, and refers to the weaknesses and shortcomings of previous teaching materials that have been refined.

In relation to the use of the blended learning model in learning, there are several studies that have been carried out previously. Research conducted by Jalinus et al.; Nurdiyanti et al.; Bakhsh; Murtikusuma et al.; and Yustina et al. The fifth equation of the research with this study is to examine the use of the blended learning model in learning.

Meanwhile, the difference is that Jalinus' research developed a model for vocational education, the results of the research focused on the philosophical components of essentialism and pragmatism, learning theory of behaviorism, cognitive, and connectivism, and the 4C component. The development process uses the ADDIE stage; Nurdiyanti et al., used this type of experimental research and only wanted to get the effect of implementing the BL learning system in Biology learning; While Bakhsh took samples to see the effectiveness of the Blended Learning model; Murtikusuma et al., using the Plomp development model design; and Yustina et al., using a quasi-experimental type of research and combining it with two learning models, namely project based learning in Biology learning.

The formulation of the problem in this research, namely: How is the development of prototypes of blended learning-based pragmatics teaching materials for students of the Indonesian Language and Literature Education Study Program, Muhammadiyah University of Makassar?

The urgency in this research is as a rationale in order to develop teaching materials based on blended learning for students of the Indonesian Language and Literature Education Study Program, Unismuh Makassar. The implication of this research is that it can be used as a material design model based on blended learning and the results can be used as learning materials so that they do not only rely on textbooks, but can provide an understanding of internet technology; as well as a source of information for further researchers who have not been included in the development of blended learning models.

2. Method

This research is classified as research and development. This study uses a combination research design (mix methods), where the researcher collects and analyzes quantitative

and qualitative data in the same study. The focus of this research and development is: prototypes of pragmatic teaching materials.

In this study, the Dick and Carey development model was adapted into five stages, namely: (1) the preliminary study stage (identifying learning needs and problems based on interviews, direct observations, and questionnaires); (2) the design stage (determining learning objectives and indicators, as well as selecting the format of teaching materials and learning media); (3) the development stage (compilation of teaching materials and task plans, as well as the design of the LMS or Learning Management System through Spada Unismuh Makassar); (4) evaluation and revision stages (expert trial, expert validation, and revision of expert validation results); field trials (small-scale field trials, revised results, large-scale field trials, revised results, and final product development); and (5) the dissemination stage, namely the publication stage. The five stages of research procedures for the development of blended learning-based pragmatic teaching materials are described in the following chart.
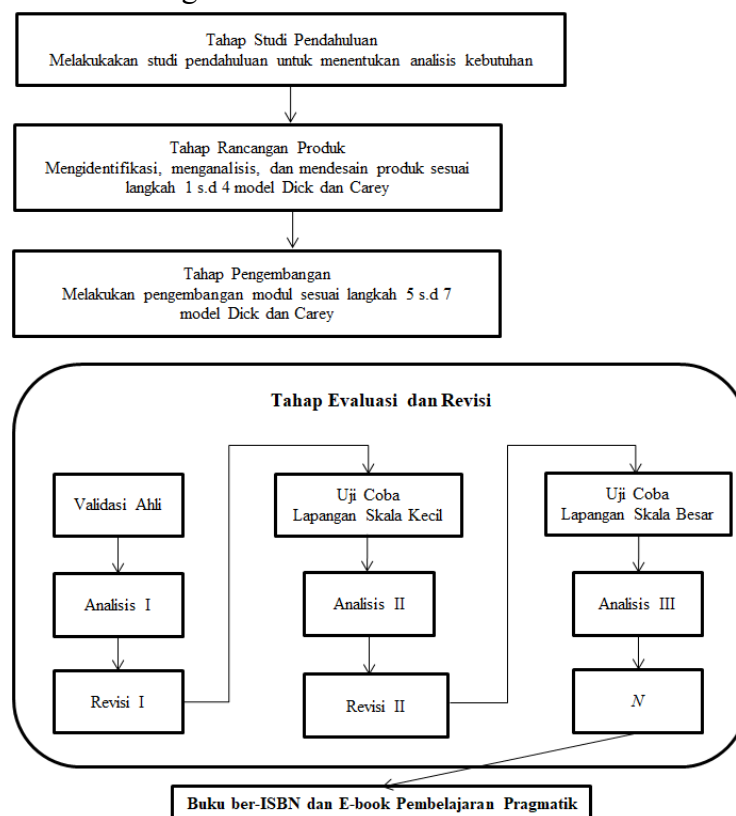

Figure 1. Procedure Chart for the Development of Blended Learning-Based Pragmatics Teaching Materials

This research was conducted at the University of Muhammadiyah Makassar in the academic year 2022/2023 with the test subjects being experts in teaching materials and learning design, experts in blended learning teaching materials design, lecturers for courses, and students of the Indonesian Language and Literature Education Study Program.

A study requires an instrument in the form of a measuring instrument. The instruments used in this development research were the feasibility sheet for teaching materials,

questionnaires, and learning outcomes tests. The data collection technique in this research and development refers to the type of instrument used, starting from the validation sheet of teaching materials, questionnaires, and learning outcomes tests which would explain how the data is collected.

After the data was collected, the next step is data analysis. The data must be chosen properly so that the data obtained is valid, practical, and effective based on grouping the data according to the type of data. The aim of the researcher is to analyze the data in order to be able to interpret all the research results in the form of descriptions / explanations and then inform the wider community. Problem solving is done with data analysis techniques that are in accordance with the problems studied. The analysis technique used in this research is qualitative data analysis technique and quantitative data analysis technique.

3. Results and Discussion

3.1. Research result

a. Description of Prototype Development of Blended Learning-Based Pragmatics Teaching Materials

The development research conducted in this study was to produce blended learning-based pragmatics teaching materials. The teaching materials were developed using the Dick and Carey model of teaching materials development procedures which consisted of 5 stages, namely: (1) identifying learning needs and problems based on interviews, direct observations, and questionnaires; then (2) determine the learning objectives and indicators, as well as the selection of the format of teaching materials and learning media; (3) preparation of teaching materials and task plans, as well as the design of LMS or Learning Management System through Spada Unismuh Makassar; (4) evaluation and revision stages (expert trial, expert validation, and revision of expert validation results); field trials (small-scale field trials, revised results, large-scale field trials, revised results, and final product development); and (5) the dissemination stage, namely the publication stage. The research results at each stage of the development are described as follows:

1) The data obtained from the needs analysis is used to compile the material on blended learning-based pragmatic teaching materials. Based on the results of interviews with lecturers and students, it can be concluded that the needs in pragmatic learning include: (a) learning materials that can support students' logical stability in pragmatic learning; (b) the blended learning model encourages a learning environment to construct students' knowledge and skills personally with the problems of everyday life with a pragmatic learning material; (c) the use of various learning media in online and face-to-face learning so that students can obtain learning materials that suit their needs.

2) Pragmatic learning is one of the basic competencies listed in the Pragmatics semester lesson plan (RPS). These courses are included in the group of scientific and knowledge courses with a weight of 2 credits which are taught to fifth semester students.

3) Users of *blended learning-based* pragmatic teaching materials consist of three types of users, namely lecturers, students, and visitors. Every user who will access

pragmatic teaching materials through Spada must perform a login process in order to access the menus that have been provided. The user login is useful for setting user access rights according to the authority set by the administrator. To log in, you can go through the login menu on the main page. The distribution of access rights for users of blended learning-based pragmatic teaching materials through the design of the learning management system at the University of Muhammadiyah Makassar is shown in the following table.

Table 1. Distribution of User Access Rights Pragmatic Teaching Materials Based on *Blended Learning*

No	User	Description User rights
1	**Lecturer**	Lecturers are pragmatics subject teachers and have the rights as administrators on blended learning-based pragmatics teaching materials.
2	**Student**	Students are participants in pragmatic development lectures and can access all materials on blended learning-based pragmatics teaching materials
3	**Visitor**	Guest is an observer who has access to read material on pragmatic teaching materials based on blended learning

Then the course content on pragmatic teaching materials based on Blended learning is designed in the topic format. Each topic has 2 main content, namely learning resources (learning indicators, learning objectives, and learning materials); and learning activities (quizzes, discussion forums, individual assignments, and project assignments). Learning outcomes and learning materials for pragmatic teaching materials based on blended learning are formulated based on an analysis of student needs in pragmatic learning. Learning outcomes consist of learning objectives and learning indicators. Learning indicators contain learning achievements marked by measurable behavioral changes that include student attitudes, knowledge, and skills in pragmatic learning, while learning objectives contain descriptions of the behavior that students are expected to achieve after pragmatic learning takes place. Student assignments on blended learning-based pragmatic teaching materials consist of individual assignments, project assignments and quizzes. Individual assignments and quizzes are done individually while project assignments are done in groups.

b. Development of Teaching Material Prototype Draft

The development of a prototype draft of *blended learning-based* pragmatic teaching materials was carried out by designing a LMS (Learning Management System) through Spada Muhammadiyah Makassar University, designing course content, writing learning materials and student assignments and uploading learning materials and student assignments on the LMS (Learning Management System) which can be easily accessed via google. Pragmatics teaching materials based on blended learning can be accessed at https://spada.unismuh.ac.id/. The results of the prototype development of blended learning-based pragmatic teaching materials are described as follows:
1) Home

Appearance page front Spada Muhammadiyah Makassar University to be able to access online learning, showed on picture following this.

Figure 2. Front Page Display of Spada Unismuh Makassar

2) Main Page

The main page display for blended learning-based pragmatics teaching materials is shown in the following image.
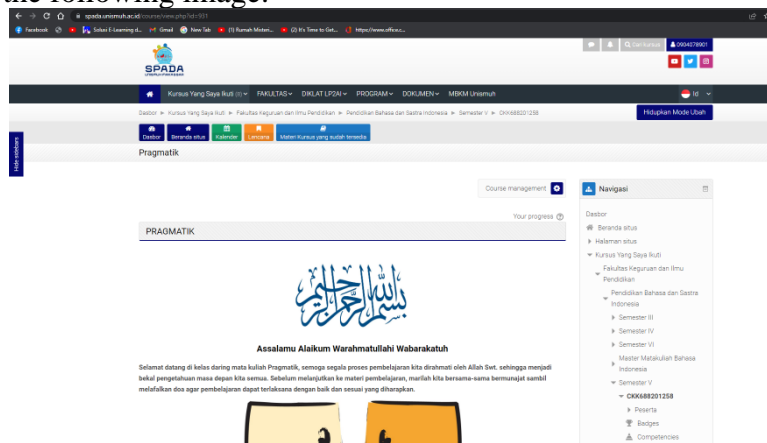

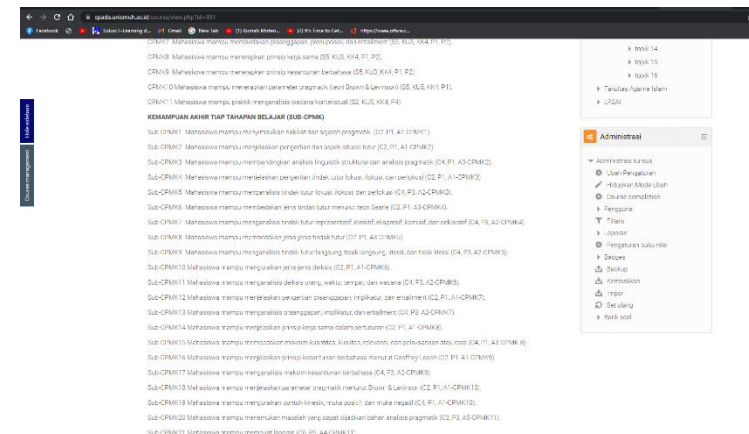**Figure 3.** Main Page of Pragmatics Teaching Materials

Figure 4. Display of Learning Indicators and CPMK Pragmatic Teaching Materials
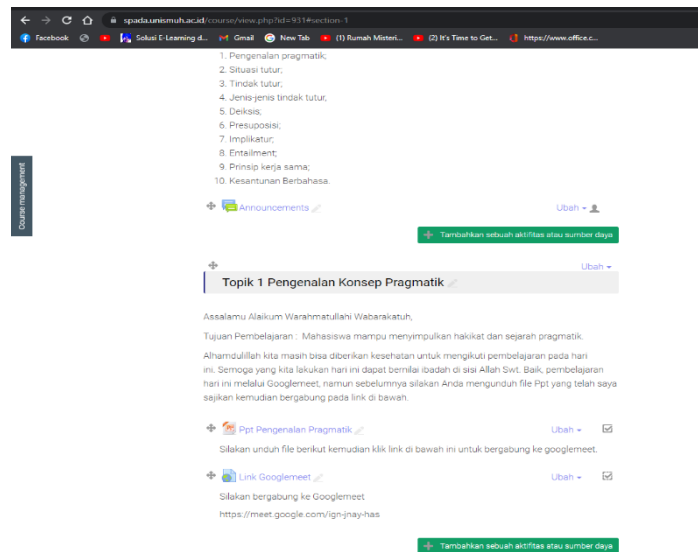
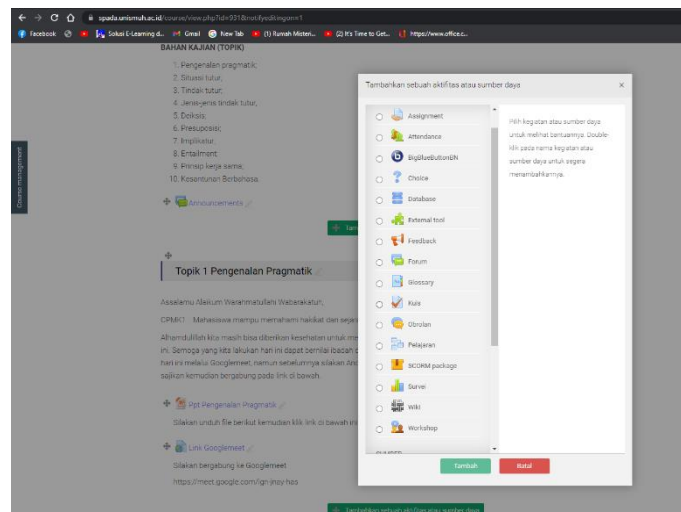**Figure 5.** Display of Learning Objectives, Learning Topics, and Learning Materials

Figure 6. Choice of Online Learning Activities (Discussion Forums, Quizzes, Individual Assignments, Project Assignments)

3.2. Discussion

The development of prototypes of blended learning-based pragmatics teaching materials was obtained based on a needs analysis, namely: learning materials needed by students for pragmatics learning. These are learning materials that can support the stability of arguments, logic, reasoning, development of pragmatic materials, lecturers who support pragmatics courses, and learning media that encourage the creation of a learning environment to construct knowledge and skills of students personally who are able to analyze pragmatic material, as well as online learning media that are connected to the internet through computer devices so that students can obtain learning materials that suit their needs. This can be done in pragmatic learning both online and face-to-face.

Expert validation of blended learning-based pragmatic teaching materials consists of validation of blended learning design experts and material and learning design experts. In

general, the validator of blended learning design experts concluded that the blended learning-based pragmatics teaching materials that have been developed can be used after minor revisions. In particular, the improvement suggested by the expert validator of teaching materials and learning design is to add material through online learning videos both in the explanation of material carried out by pragmatics lecturers and Indonesian films which can be accessed through Spada Unismuh Makassar which is linked to Youtube. This is so that students can analyze these speech acts according to pragmatic learning materials.

Based on the results of student responses questionnaires on small-scale field trials on blended learning-based pragmatics teaching materials on small-scale trials, it can be concluded that it is necessary to revise aspects of quizzes, discussion forums, individual assignments, and project assignments on blended-based pragmatics teaching materials. Then, the results of the questionnaire analysis of student responses to blended learning-based pragmatic teaching materials in large-scale field trials are that it is necessary to revise/improve with the addition of learning activity facilities to facilitate communication between lecturers and students as well as between students. The results of the questionnaire response analysis showed that the lecturers who taught the courses stated that they were happy, easy to use, and interested in using blended learning-based pragmatic teaching materials.

4. Conclusion

Based on the results of this study, it was concluded that the prototype of pragmatic teaching materials for students of the Indonesian Language and Literature Education Study Program, University of Muhammadiyah Makassar, which had been developed consisted of ten topics of learning materials. Each topic has 2 main content, namely: learning resources and learning activities. Learning resources consist of features of learning indicators, learning objectives, learning materials and hyperlinks, while learning activities consist of features of quizzes, discussion forums, individual assignments and project assignments.

Acknowledgement

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