The Development of Digital Teaching Materials in Learning Advertisement Texts, Slogans, and Posters in SMP/MTS

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Abstract: This study aims to overcome difficulties in obtaining teaching materials of advertisement text, slogans, and posters in SMP/MTs during the COVID-19 pandemic. This research is oriented towards making digital modules of advertisement text, slogans, and posters that can be used as alternatives for educators and students. The development of teaching materials in digital form is important for educators and students. Digital technology has helped the world of education with various applications, *software*, and *websites*, such as the 3D PageFlip application and so on. The research process is carried out in stages starting from data searching, data analysis, developing, testing, to making digital teaching materials products that are ready to be used. Data search using instruments in the form of questionnaires, documentation observation, document analysis, and student worksheets. Data analysis was carried out by analyzing data on the need for digital teaching materials and analyzing advertisement texts, slogans, and posters from various public media. The results of developing digital teaching materials for advertisement texts, slogans, and posters were validated by several experts. The results of validation and revision were carried out to students in the implementation of learning activities. The results showed that the digital teaching materials of advertisement texts, slogans, and posters were valid and feasible to use. The presentation of teaching materials for advertisement texts, slogans, and posters in digital form can increase students' learning motivation since it is more interactive and interesting.

Keywords: Digital Teaching Materials, Advertisement Texts, Slogans, Posters

1. Introduction

Teaching materials are learning tools that can assist educators and students in carrying out learning activities. Majid [8] explained that teaching materials are all forms of materials used to assist educators or instructors in carrying out teaching and learning activities. Teaching materials have an important role for educators. In other words, teaching materials can be a benchmark for the success of learning activities. The selection and use of appropriate teaching materials will affect the success rate of student learning activities. That is, educators must know the development of the world of education in order to be able to determine the right teaching materials for students since it affects students' interest in learning. According to Rozak, Mascita, et al [14], the way which can be done by teachers in order to maintain students' interest in learning activities is by compiling teaching materials that are adapted to the conditions and needs of students so that it is expected that learning objectives can be achieved.

As it is known that learning activities changed during the COVID-19 pandemic. The government through the Ministry of Education, Culture, Research, and Technology assigns a regulation that the mechanism for learning activities must be carried out remotely or online. This needs to be handled carefully by educators, for example changing the teaching materials used from conventional or printed ones into digital form.

Digital teaching materials are needed by both educators and students during the situations and conditions described above. Digital teaching materials are devices containing material that is presented using text, images, audio, and video. Saefullah [15] explained that digital books or digital teaching materials are publications consisting of text, images,

video and sound, and published in digital form that can be read by computers or other electronic devices.

A study of the need for digital teaching materials for advertising texts, slogans, and posters for educators teaching Indonesian subjects was conducted as an analysis of the needs of teaching materials in schools. Educators really need digital teaching materials for attractive and interactive advertisement texts, slogans, and posters in order to be able to maintain student interest in learning. Educators need digital teaching materials to be used as comparisons or complementary materials.

Based on the description above, digital teaching materials for advertisement texts, slogans, and posters were made using the 3D PageFlip application. The writer expects that digital teaching materials can be a solution or alternative to the needs of digital teaching materials needed by educators and students as well as educational institutions.

2. Theoretical Framework

2.1. Digital Teaching Materials Teaching

Materials are a collection of materials that are systematically arranged to achieve learning objectives. Prastowo [11] explained that teaching materials are a set of materials that are systematically arranged, both written and unwritten so as to create an environment or atmosphere that allows students to learn. Teaching materials must be arranged systematically to facilitate educators and students in carrying out learning activities since systematic teaching materials are one of the keys to success in achieving learning objectives.

Teaching materials are said to be systematic if they are arranged based on scientific studies. According to Abidin [1], it can be interpreted as a set of facts, concepts, principles, procedures, and or generalizations that are specifically designed to facilitate teaching. That is, teaching materials must be prepared through clear stages and have certain rules, so that the establishment of teaching materials must be carefully studied (starting from planning to evaluation) in order to assist educators and students in carrying out learning activities.

Furthermore, with the development of digital technology, teaching materials also follow the transformation of forms from conventional to modern as currently needed by educators and students, namely teaching materials in digital form. The emergence of digital teaching materials is due to the merging of digital technology with teaching materials. This is as explained by (Ita et al., 2014) digital teaching materials are an amalgamation of printed teaching materials with technology, information, and communication.

Tompo [17] explained that digital teaching materials or digital books are publication books in the form of digital electronics consisting of text, images, and multimedia that can be read on computers, laptops or other *portable* (*tablets* and *smartphones*). It can be understood that in fact printed teaching materials and digital materials have very significant differences.

According to Kusmana [6], teaching materials refer to the fulfillment of four components, that is content or material, systematic presentation, language, and graphics or display. This component determines the quality of a book that is used as teaching material. Therefore, the feasibility of teaching materials can be determined based on the aspects of the four components.

The difference between printed teaching materials and digital teaching materials can be seen in the content, creation, and access method. The content in printed teaching materials is limited to text and images, while digital teaching materials are more varied in the form of audio and video. The manufacture of printed teaching materials must use a printing machine while digital teaching materials require applications, *software*, or *websites* form transformation. How to access printed teaching materials must hold the book directly while digital teaching materials must use digital tools such as *smartphones* or computers. Basically, both printed teaching materials and digital teaching materials both have weaknesses and strengths, but educators must be careful and fully understand the appropriate teaching materials used by both themselves and students.

2.2. 3D PageFlip

3D PageFlip application is a *software* to make *e-book* or digital book with 3D effect turning pages and rotating effects in a few minutes Prasetyo [10]. In line with this opinion (Jafni Hirda et al, 2019) explained that 3D PageFlip is the *Flipbook flash software* for converting pdf, doc, ppt, and excel file formats to *flipbooks* form into realistic 3D digital magazines.

In research journals Raihan, et al [13] explained that 3D PageFlip Professional is a *software* that can be used to create teaching materials in the form *e-books* with 3D effects. This *software* is able to convert teaching materials in the form of pdf, doc, and ppt, into *ebooks* in various formats.

2.3. Advertisement Text, Slogans, and Posters

Advertisement text is a text that is often found in everyday life in public media. Advertisement text is persuasive or an invitation to inspire people's minds to buy or use certain products. According to Kosasih [5], advertisement text is a type of text that communicates a message, idea, or thought to others and tends to be persuasive. Communicating messages, ideas, or thoughts is proof that making ad text is not easy. The ad text must be created and wrapped as creatively and attractively as possible so that the message on the product can be accepted by the public. This is in line with what was stated by Girsang [3] which stated in general that advertisement text is an activity that aims to introduce something.

Advertisement texts require media in their delivery, without the existence of advertising text media it is only limited to archives or documents in companies, institutions, organizations, political parties, or others. So that Mulyadi [9] stated that the advertisement text is an order news to encourage or persuade the audience to be interested in the

goods or services offered. The purpose of order news is that the ad text must be disseminated like news, but the news presented is in the form of offers or promotions of certain products. (Saleh, 2017) has the same opinion as Mulyadi that advertisement text is part of a promotion, a message that offers a product aimed at the public through a medium. So, the media is an important means to display advertisement text.

Furthermore, Chaer [2] explained that advertisement text is an offer to use, follow certain products or services. This means that advertisement text is an important element for companies, institutions, organizations, political parties, or others since they must be able to bewitch or hypnotize people to buy or use the products offered. So do not be surprised if every company has marketing *marketing* division. The same idea was put forward by Vita Nirmala [18] that advertisement text is a means of communication that has the power as a marketing tool. As a means of communication, advertisement text has strength in the language aspect. So, it is very possible if the advertisement text is able to bewitch or hypnotize the public to buy or use the products offered since the language used in the ad text has been set very creatively.

Slogan text is a motto or short sentence that is used in commercial, political, organizational, and other contexts as an expression of embodiment of ideas so that they are easy to remember. According to Kosasih [5], slogan texts are words or short sentences that are used as the basis for life guidelines or the main principles of a business, organization, and so on. As a life guide or main principle, the text of the slogan is nothing but to raise the spirit and vigilance in oneself when carrying out the lives of individuals and business groups, organizations, parties, and others. In addition, the slogan text can also be an identity for both individuals and groups.

Meanwhile, Rahayu [12] argued that slogan texts are relatively short words or sentences which are generally so interesting and easy to remember that are used to inform or convey information. Slogan text has relatively short sentences but its meaning is very deep. This is one of the uniqueness of the slogan text.

Furthermore, Mafrukhi [7] defined slogan text as interesting short words or sentences that are easy to remember. Slogans are usually used to convey an ideology of a group, organization, or political party. The slogan text is short and concise so that the words are easy to remember. Slogan text since it is easy to remember and is often echoed by its members at certain organizational or party meetings.

Poster is an advertisement in the form of an image that contains an invitation or an appeal to do something. According to Kosasih [5] posters are placards (words and pictures) that are displayed in public places. Posters are almost the same as advertisements, namely notification of an idea, new thing, or important thing to the audience. Posters rely on a mix of images and words. Posters are usually installed in public places. Posters are almost the same as

advertisements or slogans in terms of language. Meanwhile, according to Mafrukhi [7] a poster is a work of graphic art made with a combination of letters and numbers on paper that is relatively large in size and affixed to a flat surface. Posters are installed in public places that are considered strategic, such as offices, markets, or other crowded places. According to Gustiana [4] in his journal entitled "Syntactic Patterns on Posters and Its Implications in Indonesian Language Learning in Junior High Schools", posters are mass-produced advertisements or announcements. Usually, posters are written or printed on large paper and posted in a public place. The poster usually contains a colorful picture or illustration as well as an interesting short text.

3. Methods

In this study the method that will be used is research and development method (*Research & Development*). This method can be used for data retrieval and data development to make a product. The model used is the *Analysis, Design, Development, Implementation, and Evaluation* or commonly abbreviated as *ADDIE*. After being translated the *ADDIE* in Indonesian, it means analysis, design, development, implementation, and evaluation. Sugiyono [16] the use of the *ADDIE* aims to simplify research in order to produce efficient research.

In the analysis stage, the writer analyzed the data on the needs of students and the images that contain the text of advertisements, slogans, and posters. The results of the analysis are used by the writer as materials in the establishment of digital teaching materials.

At the design stage, the writer made a framework for digital teaching materials for advertisement texts, slogans, and posters. The development of digital teaching materials for advertisement texts, slogans, and posters has been adapted to inner competencies, basic competencies, competency achievement indicators, learning objectives, and concept maps for advertisement text materials, slogans, and posters.

At the development stage, the writer validated digital teaching materials for advertisement texts, slogans and posters to teaching materials experts and media experts. The selection of experts is based on the experts' academic background and the field in which the expert is involved. The purpose of validation is to determine the level of validity before further testing.

In the implementation or trial phase, the writer tested digital teaching materials for advertisement texts, slogans, and posters to 15 students of SMP 3 Plered. The trial was conducted to determine the feasibility of digital teaching materials for advertisement texts, slogans, and posters.

At the evaluation stage, the writer revised the digital teaching materials for advertisement texts, slogans, and posters based on the criticisms and suggestions given by teaching materials experts, media experts, and students. This was done to optimized digital teaching materials in terms of content, presentation, language, and graphics.

4. Results and Discussion

The results of the analysis of the need for digital teaching materials for advertisement texts, slogans and posters indicated that educators really need these digital teaching materials. Educators need digital teaching materials for advertisement texts, slogans, and posters since all this time they have only used one handbook that is the one provided by the government. Educators need other companion books that are practical and systematic and in digital form since it is what educators need today to maintain students' interest in learning.

The results of the analysis of the need for digital teaching materials for advertisement texts, slogans, and posters showed that students also need digital teaching materials since they think that digital teaching materials are more interactive. Another reason, they also need teaching materials that look attractive and easily accessible.

In addition to analyzing the need for digital teaching materials for advertisement texts, slogans, and posters for educators and students, the writer also analyzed advertisement texts, slogans, and posters from various public media. From the results of the analysis, the writer found that the structure of the ad text consists of the title, product name (product name, product logo, product maker logo), and description. This is the same as expressed by Kosasih [5] that it consists of a title or subtitle, basic sentences, logos, product names, and company names, and product photos. The linguistic rules of advertisement text include persuasive sentences, imperative sentences, rhythmic, positive impressions, and concise.

Slogan text is built on a clear structure of meaning, short sentences, the right target audience, persuasive sentences, and real goals. This is the same as stated by Yustina (2017), the structure is only the words of the slogan text, which strengthens the words, which must be short, dense, clear, and interesting. The linguistic rules of the slogan text include short sentences, as slogans, and interesting/unique sentences.

The poster text has an attractive design structure, persuasive sentences, has illustrations, consists of numbers, letters and symbols, and is published in strategic media. This is in line with what was stated by Mafrukhi [7] that the poster text structure has two, namely images (photos) and words. The linguistic rules of the poster text include easy-to-understand language, short sentences, consist illustrations of introductory language symbols, language that attracts audiences, the materials used must be professional in order not to lose the meaning of the writing, representative illustrations according to the language that want to be conveyed, effective sentences, and font selection must accurately represent legibility.
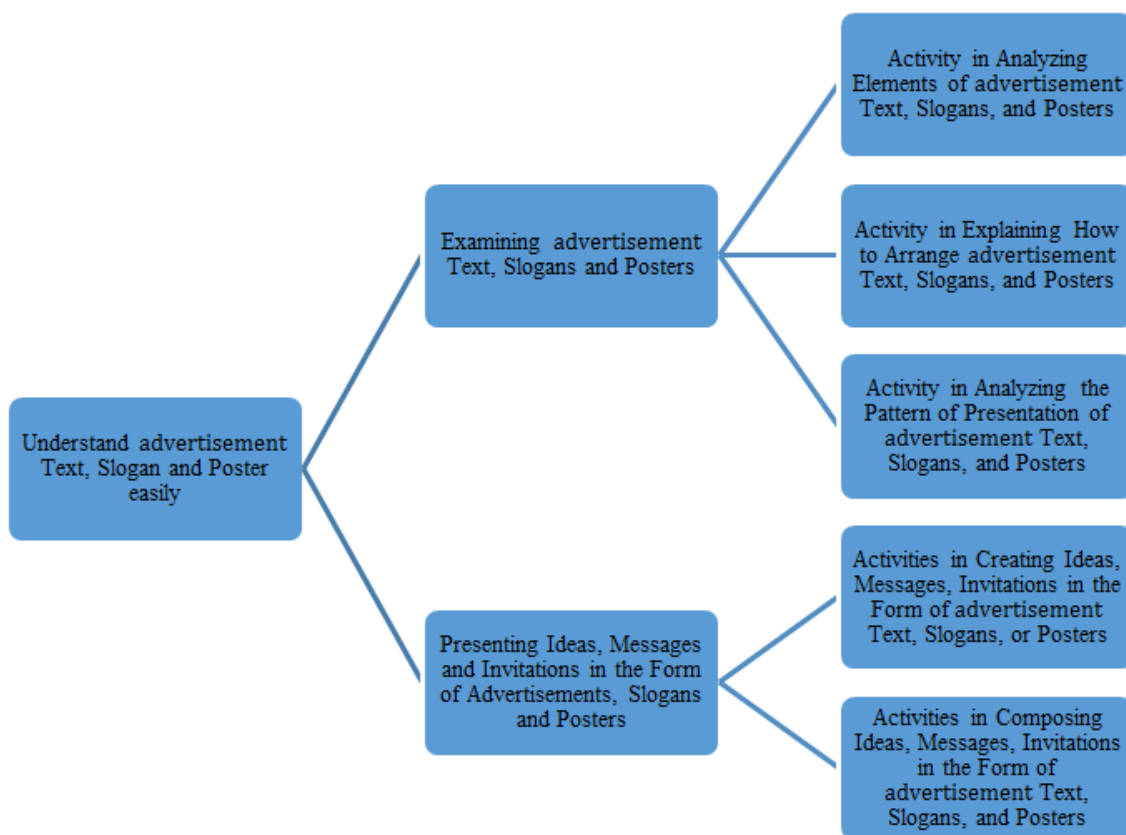

Figure 1. Concept Map for Digital Teaching Materials for Advertisement Texts, Slogans, and Posters.

Based on this, the writer had analyzed nine images containing advertisement text, slogans, and posters from various public media. The results of the analysis showed that the nine images have complete linguistic structures and rules.

Furthermore, the writer presented the results of data analysis on the needs of teaching materials for educators and students as well as data analysis of advertisement texts, slogans, and posters from various public media as materials in making digital teaching materials for advertisement texts, slogans, and posters. The development of digital teaching materials also refers to inner competencies, basic competencies, achievement indicators, learning objectives, and concept maps for advertisement text, slogans, and posters materials. Advertisement texts, slogans, and posters are found in KD 3.4 and 4.4 Indonesian Language subjects for Class VII SMP/MTs 2013 Revised Curriculum.

The development of digital teaching materials for advertisement texts, slogans, and posters for SMP/MTs students is arranged as the concept map in Figure 1.

The development of digital teaching materials for advertisement texts, slogans, and the poster that has been compiled by the writer is validated by teaching materials experts and media experts. The recapitulation of the validation results is as follows.

Table 1. *Results of Recapitulation of the Validation of Teaching Material Experts.*

Aspects of Assessment	Average Score of
Materials	4.71
Presentation of Materials	5
Language and Readability	4.8
Graphics	5

Table 2. *Results of Media Expert Validation Recapitulation.*

Aspects of Assessment	Average Score
Display	4.8
Contents	5
Graphics	4.8
Using the System	5

The writer then tested the design of digital teaching materials for advertising texts, slogans, to 15 students. The results of students' responses to the development of digital teaching materials for advertisement texts, slogans and posters are as follows.

Table 3. *Students' Responses to Digital Teaching Materials Advertisement Text, Slogans, and Posters.*

Assessment Aspects	Average Score
Material	4.4
Presentation	4.4
Language	4.4
Graphics	4.38

The development of digital teaching materials advertisement text, slogans, and posters got positive responses from both teaching materials experts, media experts, and students. This showed that the development of digital teaching materials for advertisement texts, slogans, and posters has met the characteristics of teaching materials. According to Daryanto (2013: 9) the characteristics of teaching materials must be *self-instruction*, *self-contained*, *stand-alone*, adaptive, and *user friendly*. In addition, the

development of digital teaching materials for advertisement texts, slogans, and posters has also followed the steps of preparing teaching materials, starting from curriculum analysis, determining titles, determining use, to writing modules, Prastowo [11].

The existence of compatibility between the products that were developed and the theory of teaching materials made digital teaching materials for advertisement texts, slogans, and posters got very good ratings. First, digital teaching materials for advertisement texts, slogans, and posters that were validated for teaching materials experts included 4 aspects of assessment. In the material aspect, the criteria are very good, in the presentation aspect the material has very good criteria, in the language and readability aspects, the criteria are very good, and in the graphic aspect, the criteria are very good. The four aspects that have been validated by expert lecturers of teaching materials got an average score of 4.87.

Second, digital teaching materials for advertisement texts, slogans and posters that are validated for media experts cover 4 aspects of assessment. In the aspect of the display, the criteria are very good, in the aspect of the presentation of the contents, the criteria are very good, in the aspect of the graphics, the criteria are very good, and in the aspect of using the system, the criteria are very good. The four aspects that have been validated by media expert lecturers got an average score of 4.9.

Third, digital teaching materials for advertisement texts, slogans and posters, which 15 students responded to include 4 aspects of assessment. In the material aspect, it obtained a score of 4.4 with a very good category. In the presentation aspect, it obtained a score of 4.4 with a very good category. In the language aspect, it got a score of 4.4 with a very good category. In the graphic aspect, it got a score of 3.38 with a very good category. The recapitulation of average score that was obtained is 4.39 with a very good or decent category.

5. Conclusion

Based on the whole discussion the writer can conclude as follows.

1. The advertisements, slogans, and posters that the writer analyzed have completed linguistic structures and rules so that it can be used as materials in making digital teaching materials for advertisement texts, slogans, and posters to provide alternatives for educators and students in choosing and using teaching materials.

2. The design of digital teaching materials for advertisement texts, slogans, and posters has high validity to use in SMP/MTs. It was obtained from the results of the assessment given by teaching materials experts and media experts.

3. The design of digital teaching materials for advertisement texts, slogans, and posters has the feasibility to be used for SMP/MTs students, besides that digital teaching materials have received positive responses from students to overcome the limitations of digital teaching materials during the pandemic.

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