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Response Test on the Use of SAKTI Digital Framework Teaching Materials in Critical Listening Learning

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Abstract

This research is motivated by the fact that the world of education has experienced many revolution. Some teaching materials, especially in critical listening learning, are no longer relevant to use at this time. 21st Century Learning integrates literacy skills, knowledge skills, skills, attitudes, and mastery of technology in the learning process. This research was conducted to determine the effectiveness of the SAKTI framework teaching material design (systematic, active, contextual, technological, integrative) for the current needs of critical listening learning. The method used in this research is the survey method, before conducting the trial the researcher had also tested the validity, reliability, homogeneity of the instruments used in conducting the research., the research began by compiling a questionnaire measuring student responses to the product being developed, then the researcher validated the questionnaire that had been developed, after the validation of the questionnaire had been tested the researcher distributed the questionnaire and the questionnaire results were processed using the Spss application V.22 and then presented in the research results. Based on the research results it is known that critical listening teaching materials that are relevant to current needs are teaching materials in the form of a digital module. The trial results showed that the SAKTI digital framework module teaching materials received a very positive response in its use. Based on the research results, it is known, product user students stated that the display/graphic aspects of the product used were clear, interesting, and easy to understand, the components of critical listening learning on the aspects of identifying context, identifying problems, concluding and evaluating, predicting and providing solutions have been accommodated in the product being tested , the product is in accordance with the rules of using good and correct language, the quality of the media in the product is easy to use and has good quality media, the product is very useful for use in learning critical listening.

Keywords: Teaching Materials; Critical listening; SAKTI

1. Introduction

One of the main skills students must have is critical listening [1]–[7]. In critical listening activities, the listener is expected to be able to provide an assessment of a message or information being listened to [8]. To achieve the learning objectives of critical listening, comprehensive teaching materials are needed. Teaching materials are one of the main components that support the effectiveness of the learning process [9]. The use of teaching materials can improve student learning outcomes [10]. Teaching materials are a set of materials and resources that assist teachers and students in learning [11]. Widodo further [12], [13] state that teaching materials are a set of learning tools in which there are materials, methods, limitations, and ways of evaluating that are designed in an attractive way to achieve learning objectives. Teaching materials are a set of materials arranged in a hierarchy, both in the form of written and unwritten materials that can be used in the learning process [14].

Currently teaching materials that are relevant to the needs of 21st century learning optimize the use of technology. Teaching materials will be more effective if presented digitally by utilizing technology that strongly supports the learning process [15]. Through the use of digital teaching materials, the need for audio-visual materials can be packaged directly in these teaching materials. The learning process that utilizes digital technology has several advantages including being cost-effective, easily accessible, and helping students to more easily analyze learning material [16]–[19]. This digital teaching material is also very much needed in learning language skills, including learning critical listening which is also a form of language development efforts [20]. Technology is an important thing that influences the learning process of critical listening skills [21]–[30]. The development of teaching materials using technology is one of the main needs of the current learning process. Based on the results of initial research, it is known that the use of technology is not optimal, especially in listening learning, so this research aims to emphasize the importance of technology in listening learning and present student responses when lecturers use technology in listening learning.

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The development of teaching materials using technology is one of the main needs of the current learning process. In compiling teaching materials using technology, there are several important references that must be considered. Bates [33] has compiled several guidelines when applying technology in learning which consists of access, costs, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, speed (ACTIONS). One of the efforts to improve the quality of learning so that it is relevant to current needs is by using teaching materials for critical listening in the SAKTI framework (systematic, active, contextual, technological, integrative).

2. Research Methodology

The method used in this research is the survey method, before conducting the trial the researcher had also tested the validity, reliability, homogeneity of the instruments used in conducting the research. The research began by compiling a questionnaire measuring student responses to the product being developed, then the researcher validated the questionnaire that had been developed, after the validation of the questionnaire had been tested the researcher distributed the questionnaire and the questionnaire results were processed using the Spss application. Version. 22 and then presented in the research results. In compiling teaching materials using technology, there are several important references that must be considered. Bates [33] has compiled several guidelines when applying technology in learning which consists of access, costs, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, speed (ACTIONS). One of the efforts to improve the quality of learning so that it is relevant to current needs is by using teaching materials for critical listening in the SAKTI framework (systematic, active, contextual, technological, integrative). Researchers conducted product tests on 82 students from 3 campuses in Bengkulu province, namely Bengkulu University, Bengkulu Muhammadiyah University, and the Curup State Islamic Institute (IAIN).

3. Results and Discussion

There are 38 statement items given to find out student responses to the teaching materials that the researchers have compiled. This is important to minimize aspects of user discomfort during the process of using teaching materials. The 38 statements are the elaboration of the 7 indicators for evaluating teaching materials, namely display indicators, context identification, problem identification, conclusions and evaluation, predicting & providing solutions, language, media quality, and aspects of benefits. At this stage a re-evaluation is carried out to correct various deficiencies in the product obtained from the broad test results. Based on the results of the broad test, it is known that students think the resulting product is quite easy to use, but there are some improvements that still need to be made, with the following details:

3.1. Display/Graphics Aspect

Display/graphic indicators consist of 8 statements related to visual teaching materials. This aspect is the gateway to getting an interesting teaching material because it is an element that will be the first impression for students. Without an attractive appearance, the enthusiasm of students to use teaching materials will decrease. The following is a student's assessment of the display/graphical aspect of the critical listening module designed by the SAKTI framework. Researchers use criteria 1 for statements that strongly disagree, 2 for not agree, 3 for quite agree, 4 for agree and 5 for strongly agree. A more detailed explanation of the response to product use can be seen in the following table:

Table 1 Display/Graphics Aspect Assessment Indicator

No	Student Perception	Respondent Assessment				
		1	2	3	4	5
1	Font type	0	0	13	28	41
2	Font size	0	0	8	37	37
3	Image selection	0	0	14	30	38
4	Image layout	0	1	12	18	51
5	Module content layout	1	0	7	28	46
6	Margins	0	0	9	39	34

7	Symbol	0	3	8	40	31
8	Color	0	0	11	31	40
	Average	0	0	10	31	39
	Average (%)	0	1	13	38	48

In display/graphic indicators there are several things that become points of assessment, namely the use of fonts, font sizes, image selection, image layout, layout, margins, use of symbols and colors in modules. Based on the results of the study it was found that 13 students stated that they quite agreed, 28 students stated that they agreed and 41 students stated that they strongly agreed with the typeface used, because the typeface used was interesting and clear to read. The researcher uses the Agradir Tight typeface found on Canva. For an explanation of the material and instructions for using the module the researcher used a font size of 16. This also received a positive response from students as module users. In more detail, it is known that 8 respondents stated that they quite agreed, 37 respondents stated that they agreed and 37 respondents stated that they strongly agreed with the size of the letters used in the module. This means that the size of the letters is seen as being able to accommodate the comfort of the students' sense of sight.

In the aspect of selecting the images used in the module, it is known that 14 students stated that they quite agreed, 30 students agreed and 38 students stated that they strongly agreed with the selection of images used in the module because it made the module more interesting. In the aspect of the layout of the images contained in the module, it is known that 1 student stated that he did not agree with the layout of the module components, 12 students stated that they quite agreed, 18 students agreed and 51 students stated that they strongly agreed with the layout of the images contained in the module. Respondents' answers indicate that the images used do not contain elements that can cause discomfort (violence, SARA), including the use of layouts that are considered appropriate.

In the aspect of the layout of the contents of the components contained in the module, it is known that 1 student stated that he strongly disagreed with the layout of the components of the contents of the module, 7 students stated that they quite agreed, 28 students stated that they agreed and 46 students stated that they strongly agreed with the layout of the components contained in the module. The researcher also asked students' assessment of the margins used in the module, it was found that for the use of margins 9 students stated that they quite agreed, 39 students stated that they agreed and 34 students stated that they strongly agreed with the margins used. The dominance of the opinions of students who agreed with this aspect showed that there were no technical problems.

In the aspect of assessing the use of symbols contained in the module, it is known that 3 students stated that they did not agree, 8 students stated that they quite agreed, 40 students stated that they agreed and 31 students stated that they strongly agreed with the use of symbols contained in the module. Furthermore, in the aspect of assessing the use of colors contained in the module, it is known that 11 students stated that they quite agreed, 31 students agreed and 40 students stated that they strongly agreed with the use of the symbols contained in the module. The use of symbols and colors that are considered appropriate ensures that this teaching material will avoid claims or reports from certain parties, bearing in mind that the inaccuracy of the use of symbols can lead to unwanted things. Moreover, this teaching material is accessed by students who in fact are critical of things that they consider inappropriate and violate applicable norms.

Based on the research results, it is known that overall the module users give a positive assessment of the display/graphics aspect. This can be seen from the data regarding the assessment carried out on 82 students, it is known that 1 student or 1.2% of the research respondents stated that they did not agree, 10 students or 12.1% of the research respondents stated that they quite agreed, 31 students or 37% of the the research respondents agreed, and 40 students or 48.7 of the research respondents stated that they strongly agreed with the graphical aspects of the digital critical listening module designed by the SAKTI framework.

3.2. Content Eligibility

After the display aspect, the next important aspect is the eligibility aspect of the content. A digital module that has quality content is of course expected to produce useful learning media for students. To find out the feasibility of the content of the digital critical listening learning module that has been designed, the researcher assessed the aspects of the module content which consisted of 4 components, namely context identification, problem identification, concluding and evaluating activities as well as predictive activities and providing solutions.

3.3. Context identification

In this section, several things are assessed, namely the meaning of the context, clarification of ideas and expressions as well as the novelty of the information contained in the listening material. The following data related to context identification assessments were obtained after students used the product:

Table 2 Context Identification Assessment

No	Student Perception	Respondent Assessment				
		1	2	3	1	5
1	Context meaning	1	0	9	34	38
2	Clarification of ideas and expressions	0	0	7	32	43
3	New and additional information	0	0	7	46	29
	Average	0.33	0	7.6 7	37.33	36
	Average (%)	0	0	9	46	45

In the context identification aspect, it is known that 1 student strongly disagreed, 9 students stated that they quite agreed, 34 students agreed and 38 students stated that they strongly agreed that the listening and exercise materials presented can train students to analyze the meaning of context. In the aspect of assessing the ability to analyze ideas and expressions, it is known that 7 students stated that they quite agreed, 32 students agreed and 43 students stated that they strongly agreed that studying modules can help students practice their ability to analyze ideas and expressions. The use of modules can also provide new and additional information, this can be seen from the perceptions of students who stated that 7 students stated that they quite agreed, 46 students stated that they agreed and 49 students stated that they strongly agreed that they obtained new and additional information after using the product.

Based on the results of the research it is known that overall the module users give a positive assessment of the skill aspect of analyzing the meaning of the context. This can be seen from the data regarding the assessment conducted on 82 students, it is known that 8 students or 9.35% of the research respondents stated that they quite agreed, 37 students or 45% of the research respondents agreed, and 37 students or the equivalent of 45% of the research respondents stated that they strongly agreed that they could practice analyzing the context meaning of the digital critical listening module designed by the SAKTI framework. These three aspects are interrelated aspects, so that a positive response to these three aspects implies that this learning media has been able to position itself not only as a means of understanding context but also as a source of new information.

3.4. Problem Identification

Next, on the aspect of the module content which is the next focus, the researcher seeks information on whether the product that has been produced can help students to train their ability to analyze problems. In the problem identification indicators, several things that become the focus of the assessment are understanding the accuracy of utterances, expressions/idioms, facts and opinions, similarities and relevance. The following data is related to problem identification assessments obtained after students use the product:

Table 3 Problem Identification Assessment

No	Student Perception	Respondent Assessment				
		1	2	1	4	1
1	Speech accuracy	0	0	7	32	43
2	Phrases/idioms	0	0	21	31	30
3	Facts and opinions	0	0	20	32	30
4	Similarities, differences, and causes	0	2	6	29	45
5	Relevance	0	1	12	25	44
	Average	0	0 .6	13.2	29.8	38.4
	Average (%)	0	1	16	36	47

In the aspect of problem identification it is known that 7 students stated that they quite agreed, 32 students stated that they agreed and 43 students stated that they strongly agreed that the listening and exercise materials presented could train students to analyze the correct form of speech. In the aspect of assessing the ability to analyze expressions and idioms, it is known that 21 students stated that they quite agreed, 31 students agreed and 30 students stated that they strongly agreed that studying modules can help students train their ability to analyze expressions and idioms. The use of modules can also train their ability to distinguish facts and opinions, this can be seen from the data showing that 20 students stated that they quite agreed, 32 students agreed and 30 students stated that they strongly agreed that they were trained to interpret facts and opinions from the modules they were studying. Utterances, expressions/idioms, facts and opinions are four things that are often considered similar, so that students' ability to differentiate these things (through the module) is an advantage of this module.

Furthermore, from the results of the study it was also known that 2 students stated that they did not agree, 6 students stated that they quite agreed, 29 students stated that they agreed, and 45 students stated that they strongly agreed, regarding the statement that product use can train the ability to interpret similarities, differences and causes of information. In addition, it was also known that 1 student stated that he did not agree, 12 students stated that they quite agreed, 25 students stated that they agreed, and 44 students stated that they strongly agreed that by studying the module they could practice their ability to interpret the relevance of various information they obtained. Although a small number of students felt that the module had not been able to give them the ability to sort information, most students said otherwise. The module is considered to have been able to improve their ability to analyze information and the degree of its relevance, so that it is easier for them to distinguish the degree of truth of information.

Based on the results of the study it is known that overall the module users give a positive assessment of the problem analysis skill aspect. This can be seen from the data regarding the assessment carried out on 82 students, it is known that 1 student stated that he did not agree, 13 students or 16.10% of the research respondents stated that they quite agreed, 30 students or 36.3% of the research respondents agreed, and 38 students or the equivalent of 46.8% of the research respondents stated that they strongly agreed that they could practice analyzing problems from studying this digital module.

3.5. Conclusion and Evaluation

The indicators for concluding and evaluating activities consist of 4 statements, namely activities in interpreting the subject matter of explicit, implied, criticism and implications of the material studied. This implication is important so that in the future students are able to analyze a situation more critically. The following is a student assessment of aspects of practice activities to conclude and evaluate from student activities studying the digital critical listening module designed by the SAKTI framework.

Table 4 Assessment of Ability to Summarize and Evaluate

No	Student Perception	Respondent Assessment				
		1	2	3	4	5
1	Written subject matter	1	8	15	22	36
2	Implied topic	0	0	7	29	46
3	Critics	0	3	16	26	37
4	Implications	0	0	11	28	43
	Average	0.2	2.7	12.2	26.2	40.5
	Average %	0	3	15	32	49

In the aspect of analyzing the explicit subject matter, it is known that 1 student stated that he strongly disagree, 8 students stated that he did not agree, 15 students stated that they quite agreed, 22 students stated that they agreed and 36 students stated that they strongly agreed that studying modules can help students to analyze the stated subject matter. In the aspect of assessing the ability to analyze implied subject matter, it is known that 7 students stated that they quite agreed, 29 students stated that they agreed and 46 students stated that they strongly agreed that studying modules can help students practice their ability to analyze implied subject matter. The ability to analyze the difference between what is stated and implied will make students wiser in thinking and acting.

The use of modules can also train students' ability to provide criticism of an argument, this can be seen from the data showing that 3 students stated that they did not agree, 16 students stated that they quite agreed, 26 students stated that they agreed and 37 students stated that they strongly agreed that they were trained to provide criticism. of the modules they study. The ability to think critically is very important, considering that students are agents of change in every situation, especially those concerning the public interest. From the results of the study it was also known that 11 students stated that they quite agreed, 28 students stated that they agreed, and 43 students stated that they strongly agreed that using their products could train their ability to interpret the implications of the listening material. This ability is also important so that students do not easily guess what is conveyed, because the conclusions/implications of a message are often not seen directly. Indirectly this also sharpens their reasoning.

Based on the results of the research it is known that overall the module users give a positive assessment of aspects of concluding and evaluating activities. This can be seen from the data regarding the assessment carried out on 82 students, it is known that 3 students said they did not and did not agree, 12 students or 15% of the research respondents stated that they quite agreed, 26 students or 32% of the research respondents agreed, and 41 students or equivalent to 49% of the research respondents stated that they strongly agreed that they could practice to conclude and evaluate from the activities of studying the digital critical listening module designed by the SAKTI framework. The most important thing from this aspect is that students are able to filter the flow of incoming information so that they are able to analyze which information is worth studying and which information is worth criticizing, so that their arguments become valuable. Besides that, they are also expected to be able to distinguish between false information or hoaxes

3.6. Predictions and Solutions

Predicting and providing solutions are other qualifications that students must have. For this reason, this digital module is expected to be able to accommodate both of these components. The indicators for predicting and providing solutions consist of 3 statements, namely predicting activities, providing solutions, and making decisions. The following is a student assessment of aspects of predicting and providing solutions from student activities studying the digital critical listening module designed by the SAKTI framework.

Table 5. Assessment of Ability to Predict and Provide Solutions

No	Student Perception	Respondent Assessment				
		1	2	3	44	5
1	Predict the likelihood of happening / probability	0	0	12	33	37
2	Solution	0	0	10	34	38
3	Make decision	0	0	8	33	41
	Average	0.0	0.0	10.0	33.3	38.6
	Average %	0%	0%	12%	41%	47%

In the activity aspect of predicting the possibility of occurrence, it is known that 12 students stated that they quite agreed, 33 students stated that they agreed and 37 students stated that they strongly agreed that studying modules can help students to train their ability to predict the possibility of occurrence. In the aspect of evaluating the ability to provide solutions, it was found that 8 students stated that they quite agreed, 33 students agreed and 41 students stated that they strongly agreed that studying modules can help students practice their ability to provide solutions. This positive response indicates that the module is considered capable of representing itself as a forum for increasing students' ability to come up with appropriate and realistic solutions.

Furthermore, regarding the aspect of making decisions, 8 students felt that they quite agreed, 33 students felt they agreed, and 41 students stated that they agreed that the module had helped them to improve their decision-making skills. The absence of students who disagreed and disagreed indicated that the digital module was considered successful in encouraging students to make appropriate and realistic decisions. This aspect is important because many of us can conclude something but find it difficult to make decisions regarding the various problems we face. Based on the results of the research it is known that overall the module users give a positive assessment of aspects of concluding and evaluating activities. This can be seen from the data regarding the assessment carried out on 82 students, it is known that 10 students or 12% of the research respondents stated that they quite agreed, 33 students or 41% of the research respondents stated that they agreed, and 39 students or the equivalent of 47% of the research respondents stated that they strongly agreed that they could practice predicting and providing solutions from the activities of studying critical listening digital modules designed in the SAKTI framework.

3.7. Language

To find out the feasibility of the module, the researcher also asked students' assessment of the use of language in the module. In this case several aspects of language assessment that are the focus of the assessment are conformity of writing rules with the General Guidelines for Indonesian Spelling (PUEBI), use of sentences, clarity of information. Moreover, this module is a module that discusses the listening aspect, which is a sub-discussion of the language education study program. In more detail the results of student assessments of language aspects can be seen in the following table:

Table 6. Assessment of Language Use

No	Student Perception	Respondent Assessment				
		1	2	3	4	5
1	PUEBI	0	1	12	33	36
2	Sentence Usage	0	0	14	31	37
3	Information Clarity	0	0	13	28	41
	Average	0.00	0.33	13.00	30.67	38.00
	Average %	0%	0%	16%	37%	46%

Based on the results of the research in the table above, it is known that the student's assessment of the suitability of module writing with the PUEBI rules is quite appropriate. It is known from the data obtained that only 1 student stated that he did not agree while 12 students stated that they quite agreed, 33 students stated that they agreed and 36 students stated that they strongly agreed that module writing was in accordance with the General Guidelines for Indonesian Spelling (PUEBI). Furthermore, the researcher also asked students' assessment of the use of sentences in the module, from the results of the study it was found that 14 students stated that they quite agreed, 31 students agreed and 37 students stated that they strongly agreed that the sentences contained in the module were clear and well understood. Even though some students may not have high qualifications to interpret the accuracy of aspects of PUEBI, at least this can serve as a benchmark for later comparison with the opinions of more competent experts.

Next, the researcher asked students for an assessment of the clarity of the information contained in the module. Based on the results of the study it was found that 13 students stated that they quite agreed, 28 students stated that they agreed and 41 students stated that they strongly agreed that the information presented in the module was clear and could be understood by students. Based on the results of the research it is known that overall module users give positive assessments of aspects of language use. This can be seen from the data regarding the assessment carried out on 82 students, it is known that 13 students or 16% of the research respondents stated that they quite agreed, 31 students or 37% of the research respondents stated that they agreed, and 38 students or the equivalent of 46% of the research respondents stated that he strongly agreed that the use of the language of the digital critical listening module designed by the SAKTI framework already used official language rules according to the provisions.

3.8. Media Quality

After asking for student assessments regarding the use of language in the module, the researcher also asked for an assessment regarding the quality of the media contained in the module. Considering that the module is presented in digital form, the quality of the media is an important component that is the focus of researchers. There are several things that become points of assessment on the aspect of media quality. This consists of ease of use of the module (user friendly), navigation operations, flexibility between module pages and audio quality as the main source of listening material. After students try to access the module, they then ask for opinions. In more detail the results of the assessment of media quality can be seen in the following table:

Table 7 Assessment of Media Quality

No	Student Perception	Respondent Assessment				
		1111	2	3	4	5
1	User Friendly	0	0	8	37	37
2	Ease of navigation	0	0	14	30	38
3	Control between slides/pages	0	1	12	18	51
4	Audio quality	1	0	7	28	46
	Average	0.25	0.25	10.25	28.25	43
	Average %	0	0	13	34	52

Based on the research results contained in the table above, it is known that in the aspect of ease of use module 8 students stated that they quite agreed, 37 students agreed and 37 students stated that they strongly agreed that the product produced was relatively easy to use. This is also related to the ease of use of the navigation contained in the module, 14 students stated that they quite agreed, 30 students agreed and 38 students stated that they strongly agreed that the navigation contained in the module could be operated easily.

The researcher also asked students' assessment of the flexibility of moving between module pages. This also received a positive response, considering that only 1 student stated that strongly disagree. The remaining 12 students stated that they quite agreed, 18 students agreed and 51 other students stated that they strongly agreed that the modules that had been produced could be controlled easily by moving each page. Furthermore, for the assessment related to audio quality, it was found that 1 person stated that he did not agree, 7 people stated that they quite agreed, 28 students stated that they agreed, and 46 students stated that they strongly agreed that the audio quality in the digital module was clear and could be listened to properly by students.

Overall, based on the results of the research, it is known that module users give positive assessments of the aspects of media quality contained in the module. This can be seen from the data regarding the assessment conducted on 82 students, it is known that 13% of the research respondents stated that they quite agreed, 28 students or 34% of the research respondents agreed, and 43 students or the equivalent of 52% of the research respondents stated that they strongly agreed that the quality of the media contained in the digital critical listening module designed by the SAKTI framework is good.

3.9. Benefits

The researcher also asked for student assessments regarding the usefulness aspects of using the products that had been produced. In this case several aspects of the usefulness assessment that are the focus of the assessment are the systematic presentation of the modules, the activeness of students participating in learning, the novelty of the information obtained, the integration of teaching materials and the usefulness of the modules that have been produced to help students study independently, online, offline. In more detail the results of the assessment of the usability aspect of the product can be seen in the following table:

Table 8. Assessment of the Benefit Aspect

No	Student Perception	Respondent Assessment				
		1	2	3	1	5
1	Systematic	0	0	9	39	34
2	liveliness	0	3	8	40	31
3	New information	0	0	11	31	40
4	Integration of teaching materials	1	0	9	34	38
5	Guided Learning	0	3	7	41	31
6	Learn to be independent.	0	0	7	32	43
7	Study online.	0	0	7	46	29
8	Study offline.	0	0	7	32	43
	Average	0.14	0.43	8.29	36.29	36
	Average %	0%	1%	10%	44	45

Based on the research results contained in the table above, it is known that in the systematic aspect of presenting the module, 9 students stated that they quite agreed, 39 students stated that they agreed, and 34 students stated that they strongly agreed that the products produced had been systematically arranged. Products that have been designed can also trigger student activity to complete each stage of learning. In addition, 11 students stated that they quite agreed, 31 students stated that they agreed and 40 students stated that they strongly agreed that they got new information from the listening material.

In addition, the researcher also asked students' perceptions regarding the integration of the needs of listening teaching materials into the products that have been produced. In this regard, it is known that 1 student stated that they strongly disagree, 9 students stated that they quite agreed, 34 students stated that they agreed and 38 students stated that they strongly agreed that digital modules has been designed to integrate material, training and evaluation in a comprehensive manner. The digital module that has been designed can also assist students in independent learning activities. It is known from 7 students who stated that they quite agreed, 32 students stated that they agreed, and 43 students stated that they strongly agreed with this statement. The products that have been produced also help students to study independently, from the results of the research it is known that 7 students stated that they quite agreed, 46 students stated that they agreed and 29 students stated that they strongly agreed that the module could help them learn online. In addition to online learning, modules also help students study offline. It is known from 7 students who stated that they quite agreed, 32 students stated that they agreed, and 43 students stated that they strongly agreed that the digital modules that had been designed also helped students to study offline.

Overall, based on the results of the research, it is known that module users give a positive assessment of the usefulness aspect of the digital critical listening learning module. This can be seen from the data regarding the assessment conducted on 82 students, it is known that around 8 students or 10% of the research respondents stated that they quite agreed, 44% of the research respondents agreed, and 45% of the research respondents stated that they strongly agreed that the digital listening module critical design of the SAKTI framework really helps students in the learning process. The results of this study also show that the most needed digital teaching materials in the listening learning process are digital modules. This reality is also in line with the results of other studies which state that digital modules are effectively used in the learning process because they can help students understand the material, improve student learning outcomes, improve creative thinking skills and can increase student learning motivation (Dinatha and Kua 2019; Sa'diyah 2021). Based on this fact, the existence of digital teaching materials is becoming increasingly urgent in the learning process.

Digital modules will also make students more motivated to participate in the learning process so that learning objectives can be achieved more optimally [36]–[38]. Digital teaching materials are also of course presented with a rich visual appearance, compared to printed teaching materials which usually only consist of book sheets reproduced in black and white form. Research conducted by Dinatha et al states that rich visuals will make students more motivated to follow the learning process [39]–[42]. Digital teaching materials, especially in the form of modules, are also considered more practical to use, because students can work on any part of the module anywhere and anytime. Directly this condition will help students improve learning outcomes, because students can adjust their learning speed according to their individual abilities. Students who have better learning abilities than others can complete learning faster than other students who have lower abilities, so they don't get bored waiting for other friends to start entering the next material. The use of digital modules is also very helpful for students to study individually, in pairs or even in groups, both face-to-face and online [39], [42], [43].

4. Conclusion

Based on the research results, several conclusions were obtained, namely students who used the product stated that:

1. The display/graphic aspects of the product used are clear, attractive, and easy to understand.
2. The critical listening learning component in the aspects of identifying contexts, identifying problems, concluding and evaluating, predicting and providing solutions has been accommodated in the products being tested.
3. The digital critical listening module with the SAKTI framework is in accordance with the rules of using good and correct language.
4. The quality of the media in the digital critical listening module with the SAKTI framework is easy to use and has good media quality.
5. Digital modules with the SAKTI framework are very useful for use in learning critical listening.

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