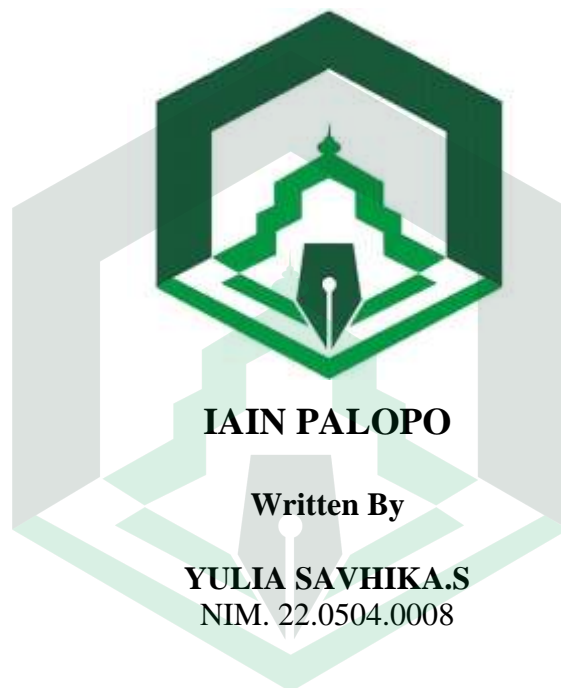


**“SCOUTLINK”
DIGITAL ENGLISH BOOK FOR INDONESIAN SCOUTING**

A Thesis

*Submitted to the English Language Education of Postgraduate Program of State
Islamic Institute of Palopo to Conduct Thesis to Completing Masters Level Studies*

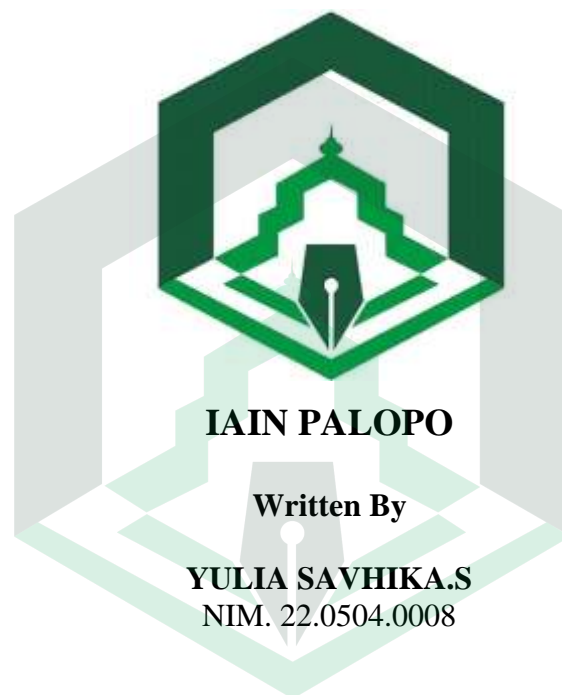


**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

**“SCOUTLINK”
DIGITAL ENGLISH BOOK FOR INDONESIAN SCOUTING**

A Thesis

Submitted to the English Language Education of Postgraduate Program of State Islamic Institute of Palopo to Conduct Thesis to Completing Masters Level Studies



Supervised By :

- 1. Dr. Masruddin, S.S., M.Hum.**
- 2. Dr. Jufriadi, S.S., M.Pd.**

**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

HALAMAN PENGESAHAN

Tesis Magister berjudul "SCOUTLINK" Digital Book For Indonesian Scouting, yang ditulis oleh Yulia Savhika S, Nomor Induk Mahasiswa (NIM) 2205040008, mahasiswa Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Palopo, yang dimunaqasyahkan pada hari Jumat, tanggal 13 Oktober 2023 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat meraih gelar Magister dalam Bidang ilmu Tadris Bahasa Inggris (M.Pd).

Palopo, 16 Oktober 2023

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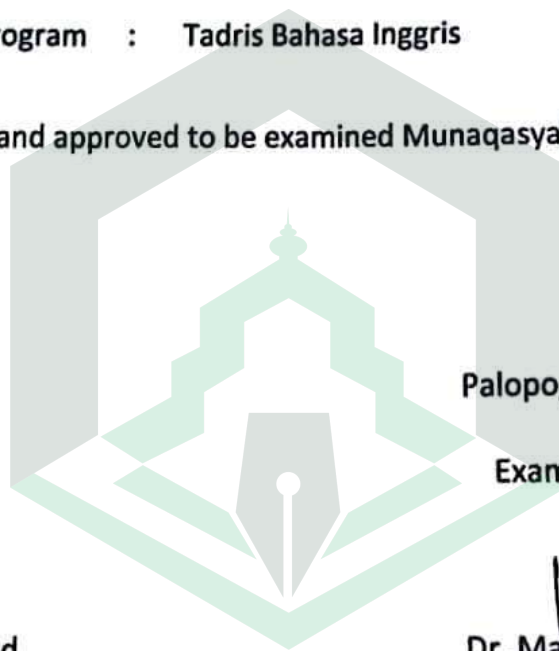
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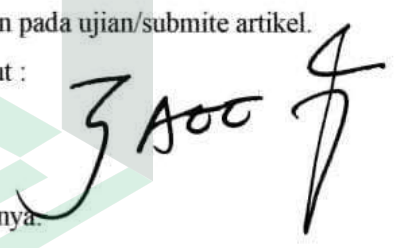
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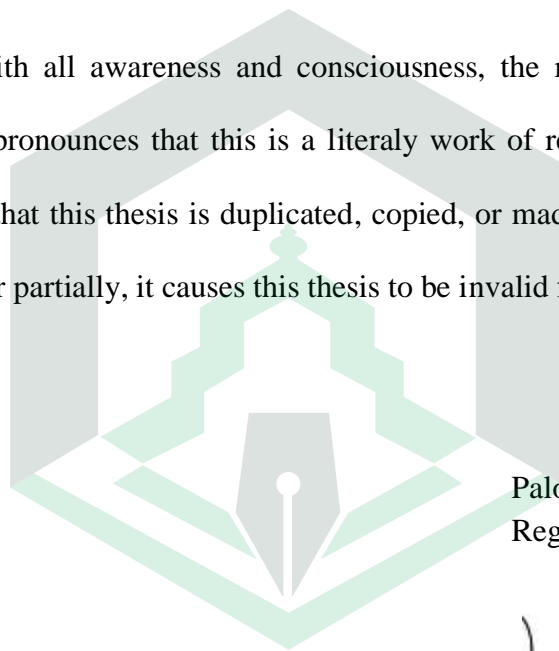
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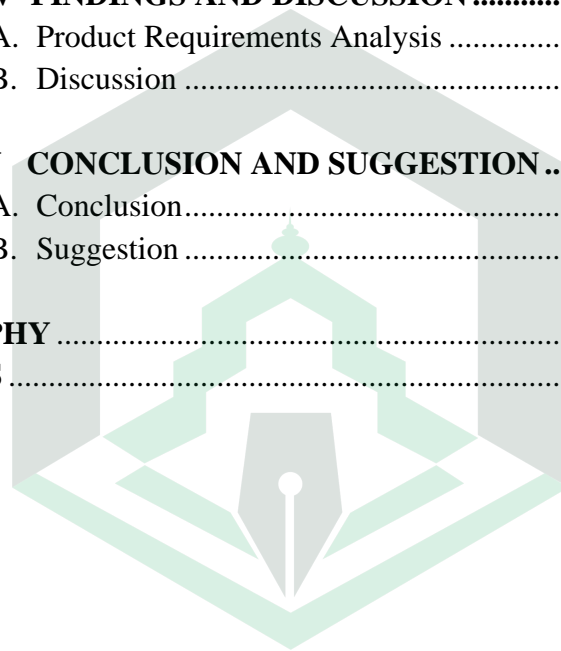


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LIST OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
HALAMAN PENGESAHAN	iii
STATEMENT OF AUTHENTICITY	iv
CONSULTANT APPROVAL	v
EXAMINER APPROVAL	vi
NOTA DINAS PEMBIMBING	vii
PRONOUNCEMENT	viii
ACKNOWLEDGMENTS	ix
LIST OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF PICTURE	xv
LIST OF VERSES	xvi
LIST OF HADITHS	xvii
GLOSSARY OF TERMS	xviii
ABSTRACT	xix
CHAPTER I INTRODUCTION	1
A. Background	1
B. Formulation of the problem.....	9
C. Research Objectives	10
D. Benefits of Research.....	10
E. Expected Product Specifications	11
F. Development Assumptions and Limitations	12
CHAPTER II THEORETICAL REVIEW	12
A. Relevan Research	12
B. Theoretical Review.....	16
1. Development Research	16
2. Indonesian Scout Movement Organization	19
3. Scoutlink	20
4. Digital book	21
5. Barcodes	25
6. English Vocabulary	25
C. Conceptual Framework	27
CHAPTER III RESEARCH METHOD	28
A. Types of Research	28

B. Location and Time of Research.....	32
C. Research Objects and Subjects.....	32
D. Development Procedures.....	33
1. Analysis	33
2. Design.....	34
3. Development.....	34
4. Implementation.....	34
5. Evaluation.....	34
E. Data Collection Technique.....	35
F. Data Analysis Technique.....	36
CHAPTER IV FINDINGS AND DISCUSSION	40
A. Product Requirements Analysis	40
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION	61
A. Conclusion.....	61
B. Suggestion	63
BIBLIOGRAPHY	64
APPENDICES	70



LIST OF TABLE

Table 1.1 Relevant Previous Research.....	15
Table 1.2 Conceptual Framework.....	27
Table 1.3 Assesment (Post-Test).....	38
Table 2.1 Names of product Validator Expert	43
Table 2.2 Material and Design Expert Validation Test Calculation Results	44
Table 2.3 Material and Curriculum Expert Validation Test Calculation Results..	47
Table 3.1 Linguist Expert Validation Test Calculation Results.....	49
Table 3.2 Test Answer Scoring Criteria.....	52
Table 3.3 Product Trial Criteria	52
Table 4.1 Percentage of Product Effectiveness Level.....	53



LIST OF PICTURE

Picture 1.1 Addie model.....	29
Picture 1.2 Result Initial Analysis Instrument / Pre-Test.....	41
Picture 1.3 Product Front Back Cover	42
Picture 2.1 Scoutlink	43
Picture 2.2 Validation of Material and Design Experts	46
Picture 2.3 Material and Curriculum Expert Validation	48
Picture 3.1 Linguist Validation	50
Picture 3.2 Effectiveness Test	54
Picture 3.3 Final Analysis	55



LIST OF VERSES

Verse Qoute 11 Al-Mujadalah..... 1



LIST OF HADITH

Hadith 1 Hadith About Knowledge..... 2



GLOSSARY OF TERMS

Bibliography : Yang menyediakan kebutuhan referensi bagi penulisan karya tulis ilmiah

Kapusdiklatda : Kepala Pusat Pendidikan dan Pelatihan Kepramukaan

WOSM : World Organization Scout Movement

Pramuka : Praja muda karena

Pesta Siaga : Kegiatan besar pramuka siaga

Kwarcab : Kwartir Cabang

Jamboree dunia/Scout Jamboree : Perkemahan besar Pramuka Penggalang

Terminologi : Suatu ilmu tentang istilah dan penggunaannya.

Tekstual : Makna sebagai hasil dari realisasi unsur-unsur leksikogramatika yang menjadi media terwujudnya sebuah teks, tulis atau lisan, yang runtut dan yang sesuai dengan situasi tertentu pada saat bahasa itu dipakai dengan struktur yang bersifat periodik

Kontekstual (CTL) : Adalah suatu konsep pembelajaran keterlibatan antara materi pembelajaran dengan situasi kehidupan nyata.

SDGs : Sustainable Development Goals

PBB : Perserikatan bangsa-bangsa



ABSTRACT

Yulia Savhika.S, 2023, *“Scoutlink” Digital English Book For Indonesian Scouting*. Thesis of English Language Education Study Program, State Islamic Institute of Palopo. Supervised by: Dr, Masruddin, S.S., M.Hum. as the first consultant and Dr. Jufriadi, S.S., M.Pd. as the second consultant.

This research investigation is included in the research and development category. The development of the "Scoutlink" Digital English Book For Indonesian Scouting is to be developed. The aim of this research is to develop a Barcode-Based Digital English Book for Indonesian Scouting. researchers used a needs analysis instrument to analyze what kind of help the Scout members need. To collect information about the potential for developing this digital English vocabulary book, we distributed needs analysis instrument via Google form to Scout members. Qualitative and quantitative analysis were used to describe the results of data collection. The data is evaluated and described statistically. Qualitative data were provided in the form of comments and suggestions for improvement by product experts, analyzed and described using qualitative data obtained by expert reviews, entered into a computer, averages and frequency percentages were statistically analyzed in social science packages. The samples for this research were 25 Scout members from 15 different regions in Indonesia. samples were chosen by using a random sampling technique. These are the results of the needs analysis instrument: Based on the results of the needs analysis instrument, this 100% "Scoutlink" Digital English Book For Indonesian Scouting, if developed, will be very useful for Scout Members who will present the vocabulary used in scouting activities and daily life. The data obtained from the needs analysis instrument shows that 96% of Scout members think that it would be very easy if the "Scoutlink" Digital English Book For Indonesian Scouting could be accessed via barcodes and 92% want this product to be designed with scouting elements and 100% wants this product to be developed so that it can be used by scout members.

Keywords: Scoutlink, Digital English Book, Indonesia Scouting

CHAPTER I

BACKGROUND

A. Problem Statement

The perspective of the Islamic religion, seeking knowledge is permitted by Allah SWT, who says in the Qur'an, *"Allah will elevate several degrees (levels) of those who believe among you and those who are knowledgeable (given knowledge) and Allah is the Most High." know what you are doing."*

The verse above explains that people who believe and have knowledge will obtain a high position. The faith that one has will encourage a person to seek knowledge, and the knowledge that one has will make one realize how small humans are before God, so that a feeling will grow for God to do what He has forbidden. As described in Qs. Al-Mujadalah Verse 11 :

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

Believers, rejoice! If you are told, "Give space in the assemblies," then create space, and Allah will undoubtedly make space for you. And when it says, "Stand up," then stand up; undoubtedly, Allah will elevate the degree of those among you who have been given wisdom and those who believe by a few degrees. Moreover, Allah is aware of your actions.¹

¹ Sri Latifah, 'Pengembangan Modul IPA Terpadu Terintegrasi Ayat-Ayat Al-Qur'an Pada Materi Air Sebagai Sumber Kehidupan', *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 4.2 (2015), 155–64 <<https://doi.org/10.24042/jpifalbiruni.v4i2.89>>.

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَهُمَا فَعَلَيْهِ
بِالْعِلْمِ

Translation:

Whoever wants (happiness) in the world, then it should be with knowledge. And whoever wants (happiness) in the afterlife, then it should be with knowledge. And whoever wants (happiness) in the world to come, then it should be with knowledge."

Indonesian Scout movement is a name of non-formal education organization that performs scouting education in Indonesia. With 17 million members, the Indonesian Scout Movement, also known as Praja Muda Karana (Pramuka). has grown to become the largest scout organization in the world. The President signed Presidential Regulation (Perpres) Number 87 of 2017 for Enhancing Character Education on September 6, 2017 [2-4].² Developing character education is crucial in the current climate to overcoming Indonesia's moral problem. Scouting, a tradition in education, has been crucial to the success of the Building Character Education Movement.

Scouting, which is known in Indonesia as Scouting, was developed by Lord Baden Powell as a way to educate young people in England who were involved in violence and crime. He implemented intensive scouting on 21 young people by camping on Brownsea Island for 8 days in 1907. Baden Powell's successful experience before and after the camp at Brownsea was written in a book entitled "Scouting for Boy". It was through the book "Scouting for Boy" that scouting

² Yulianti Yulianti, Dian Widya Putri, and Stephani Raihana Hamdan, 'The Comparison of Credibility and Authenticity of Scoutmasters of Indonesian Scouting', 409. SoRes 2019 (2020), 235–39 <<https://doi.org/10.2991/assehr.k.200225.049>>.

Indonesia, for example, has developed. Scouting organizations increased in quantity and variety between 1950 and 1960, with some being associated with political parties, which obviously violated the basic ideals and techniques of scouting. The existence of such scouting is regarded ineffectual and unable to keep pace with changes over time, making it less valuable in promoting nation building and the development of the younger generation, which preserves the nation's unity and integrity. Taking this into consideration, and with the encouragement of scouting personalities of the time, and according on MPRS decision number. II/MPRS/1960, President Soekarno handed the Pandu leadership a mandate at the Merdeka Palace on March 9, 1961. He felt obligated to carry out the MPRS mandate of making scouting groups more effective as a possible component of nation and state development.

As a result, he declared the dissolution of the Indonesian Scouting Organization and its merger into a single scouting education movement organization called the PRAMUKA MOVEMENT, which was tasked with carrying out scouting education for Indonesian children and youth. The Scout Movement, with the symbol TUNAS COCONUT, was established by Presidential Decree Number 238 of 1961, dated 20 May 1961. Although the Scout Movement was established by Presidential Decree Number 238 of 1961, the Scout Movement was officially introduced to the public on 14 August 1961, shortly after the President of the Republic of Indonesia awarded him the Scout Movement Banner with Presidential Decree Number 448 of 1961. Since then, the 14th of August has been designated as the Scout Movement's birthday. The development of the Scout Movement experienced ups and downs and

at a certain period of time its importance was not felt by young people, as a result the inheritance of the values contained in the Pancasila philosophy in the formation of young people's personalities which is the core of scouting education was not optimal. Realizing this, on the 45th anniversary of the Scout Movement in 2006, the President of the Republic of Indonesia, Susilo Bambang Yudhoyono, launched the Revitalization of the Scout Movement. The implementation of the Revitalization of the Scout Movement, which includes efforts to strengthen the Scout Movement organization, has resulted in the issuance of Law Number 12 of 2010 concerning the SCOUT MOVEMENT.³

The Scout Movement is still active in education today, but it is increasingly focused on international activities like the World Scout Jamboree, World Scout Conference, World Rover Moot, Jamboree on the Air, Jamboree on the Internet, Asia-Pacific regional youth leadership training courses, and many other international scouting events. In order to develop into citizens with a worldwide perspective, every Scout member has the same chance to engage in and contribute to a variety of international programs and activities. The Indonesian Scout Movement must work to be in the forefront and contribute favorably to the country in the eyes of foreigners in order to develop the active role of the Scout Movement in the world of international scouting. Learning English is important because it

³Sejarah Pramuka Indonesia, Republik, Presiden Susilo, Indonesia Yudhoyono, Bambang (2010) 4.

enables you to communicate with other people in the world effectively. (Nishanthi, 2018).⁴

There are several levels of groups in the Scout Movement for students, namely Siaga, Penggalang, Penegak and Pandega. Siaga is members of the Scout Movement aged 7-10 years. Penggalang is members of the Scout Movement with an age range of 11-15 years. Penegak is members of the Scout Movement with an age range of 16-20 years. And finally, there is also what is known as Pandega which is a level of Scout Movement members with an age range of 21-25 years. . This level, which is also called senior rover, is generally found at university level. Alert scouts are generally elementary school students, while raising scouts are junior high school students and enforcement scouts are high school/vocational school students.

The lack of English vocabulary for scout members causes difficulties in communicating, therefore a development model is needed that can help scout members to be able to develop vocabulary skills in English. In developing vocabulary in English, there are many models that have been carried out including the Circuit Learning Model, Media word square, English vocabulary cards, and one of the most needed and important to be implemented in this 4.0 era is digital-based books that can streamline presentations. information compared to paper based books, especially in developing vocabulary in English. Many of the studies in this expanding body of research used mobile technology to teach English vocabulary, and their findings highlight the benefits of using mobile technologies for vocabulary

⁴ Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), 871-74

learning. (Mahdi, 2017; Xodabande et al.,2022; Xodabande & Atai, 2020).⁵ Many different mobile applications (MAs) can be utilized for vocabulary study and other types of language learning. (Al-Jarf,2022b; Al-Jarf, 2020c; Al-Jarf, 2013).⁶ Several writings and research have carried out digital book-based vocabulary development models, but in this study not many have developed similar digital books aimed at Scout members.

A definition of vocabulary is "words we must know to communicate properly."Neuman &Dawyer in Alqhtani (2015).⁷ Then, Hornby in Alqahtani, (2015) stated: Vocabulary is a list of terms with their definitions, not the total number of words in a language. While carefully selecting vocabulary materials is necessary when learning a language, Basuki, et. al. (2018).⁸ Consequently, a language's vocabulary is made up of all the words that have been assigned meanings. It is crucial for those who are learning a new language. The content used to teach vocabulary must be carefully chosen in order to enable pupils to speak successfully. Further, A book is described as "a collection of printed pages bound together in a cover, Evison (2008).⁹ While Byars (2015) argues, "The book plays a crucial role in people's lives. At an early age, they lay the groundwork for

⁵ Azadeh Rahmani, Vahid Asadi, and Ismail Xodabande, 'Using Mobile Devices for Vocabulary Learning Outside the Classroom: Improving the English as Foreign Language Learners' Knowledge of High-Frequency Words', *Frontiers in Psychology*, 13.June (2022), 1–7 <<https://doi.org/10.3389/fpsyg.2022.899885>>.

⁶ Amalia Yunia Rahmawati, 'Mobile Apps in the EFL College Classroom', 4.July (2020), 1–23.

⁷ Amalia Yunia Rahmawati, 'Mobile Apps in the EFL College Classroom'.

⁸ Amalia Yunia Rahmawati, 'Mobile Apps in the EFL College Classroom'.

⁹ Martin Paul Evison, 'The Third Forensics – Images and Allusions', *Policing and Society*, 25.5 (2015), 521–39 <<https://doi.org/10.1080/10439463.2014.895347>>.

learning, and they support people as they mature into adults.¹⁰ Meanwhile, Surahman in Fikriyati (2014) says there are four different types of books: sourcebooks, riding manuals, handbooks, and course manuals.¹¹ To elaborate, the term "digital" in this research refers to the usage of an electrical system that stores information and records sound using the digits 1 and 0. Alan, Evison (2008).¹² Then "Computers, laptops, tablets, smartphones, and mobile phones are widely used.", Kapur (2018).¹³ Meanwhile, Wikramanayake (2014) "Educators and computer scientists started using computers for instructional purposes in the early 1960s," the statement reads.¹⁴ Similarly, Hashim (2018) argues that technology is now an essential component of education in the digital age. With the development of modern technology, education is already beginning to go in their direction.¹⁵ The classroom is no longer the only place where teaching and learning take place thanks to technology. In a nutshell, digital technology which includes computers, laptops, tablets, smartphones, and mobile phones uses an electronic system (numbers 1 and 0) to record sound and store information. Also, in the age of digital

¹⁰ Mikayla Nicole Byars, 'Printed Books versus Digital Books', 2015.

¹¹ Ulya Fikriyati, 'Maqâsid Al-Qur'ân Dan Deradikalisasi Penafsiran Dalam Konteks Keindonesiaan', *ISLAMICA: Jurnal Studi Keislaman*, 9.1 (2015), 244.

¹² Evison.

¹³ Radhika Kapur, 'Factors Influencing the Student ' s Academic Performance in Secondary Schools in India', *Factors Influencing the Students' Academic Performance in Secondary Schools in India*, 1.April (2018), 10

<https://www.researchgate.net/publication/324819919_factors_influencing_the_students_academic_performance_in_secondary_schools_in_india>.

¹⁴ ul Jannah, Stkip PGRI Trenggalek Yudi Basuki, and Stkip PGRI Trenggalek, 'Digitalizing Coursebooks? Why Not', *Linguistics, and Literature*, 3.2 (2020), 1–13

<<https://www.researchgate.net/publication/343600450>>.

¹⁵ Harwati Hashim, 'Application of Technology in the Digital Era Education', *International Journal of Research in Counseling and Education*, 1.2 (2018), 1 <<https://doi.org/10.24036/002za0002>>.

education, digitalization has become increasingly important as teachers and computer scientists have started employing computers in the classroom.

After children are inspired to read, it's crucial that they continue to be interested in what they're reading. It has been demonstrated that electronic books are incredibly captivating and can hold students' attention for extended periods of time. (Larson, 2010; Moody, 2010). Reading engagement has been linked to both short and long term results in reading and is a predictor of children's development of emerging literacy skills. (Moody, Justice, & Cabell, 2010).¹⁶

Children's engagement was also shown when they sat motionless, focused on the reading, and turned the pages rather than squirming and acting disinterestedly. (Roskos et al., 2011).¹⁷ Students with learning difficulties have been demonstrated to benefit from carefully prepared electronic books. (Shamir & Shlafer, 2011) as well as boys who have poorer phonological skills.¹⁸ (Littleton, Wood, & Chera, 2006) make advancements to phonological awareness to catch up to their peers.¹⁹ Although though all of the research demonstrated that reading electronic books improves comprehension skills, some researchers (Korat, 2010;

¹⁶ Amelia Moody, Laura Justice, and Sonia Cabell, 'Electronic versus Traditional Storybooks: Relative Influence on Preschool Children's Engagement and Communication', *Journal of Early Childhood Literacy*, 10 (2010), 294–313 <<https://doi.org/10.1177/1468798410372162>>.

¹⁷ Kathleen Roskos and Karen Burstein, 'Assessment of the Design Efficacy of a Preschool Vocabulary Instruction Technique', *Journal of Research in Childhood Education*, 25.3 (2011), 268–87 <<https://doi.org/10.1080/02568543.2011.580041>>.

¹⁸ Adina Shamir, Ofra Korat, and Inessa Shlafer, 'The Effect of Activity with E-Book on Vocabulary and Story Comprehension: A Comparison between Kindergarteners at Risk of Learning Disabilities and Typically Developing Kindergarteners', *European Journal of Special Needs Education*, 26.3 (2011), 311–22 <<https://doi.org/10.1080/08856257.2011.593824>>.

¹⁹ K. Littleton, C. Wood, and P. Chera, 'Interactions with Talking Books: Phonological Awareness Affects Boys' Use of Talking Books', *Journal of Computer Assisted Learning*, 22.5 (2006), 382–90 <<https://doi.org/10.1111/j.1365-2729.2006.00183.x>>.

Lefever-Davis & Pearman, 2005; de Jong & Bus, 2003) have voiced worries that the comprehension of kids could be harmed by electronic text characteristics in the long term.²⁰ Lefever-Davis & Pearman (2005) observed that several kids appeared to be oblivious to the digital features.²¹

Due to an abundance of graphics, the pages would occasionally turn slowly, aggravating children. Several children spend more time playing video games and activating hotspots than reading. Others took on the position of a spectator, considering the electronic book as a game, and began idly watching the animations rather than reading, preventing them from grasping the text's purpose. De Jong and Bus (2003).²²

B. Formulation of The Problem

Based on the background of the problem, the researcher formulated the problem as follows:

1. How are the needs of Scout members regarding to "Scoutlink" Digital English Book For Indonesian Scouting ?
2. How are design development to "Scoutlink" Digital English Book For Indonesian Scouting ?
3. What is the validity of develop of "Scoutlink" Digital English Book For Indonesian Scouting ?

²⁰ Littleton, Wood, and Chera.

²¹ Shirley Lefever-Davis and Cathy Pearman, 'Early Readers and Electronic Texts: CD-ROM Storybook Features That Influence Reading Behaviors', *The Reading Teacher*, 58.5 (2005), 446–54 <<https://doi.org/10.1598/rt.58.5.4>>.

²² Maria T. de Jong and Adriana G. Bus, 'How Well Suited Are Electronic Books to Supporting Literacy?', *Journal of Early Childhood Literacy*, 3.2 (2003), 147–64 <<https://doi.org/10.1177/14687984030032002>>.

4. How is the effectiveness to "Scoutlink" Digital English Book For Indonesian Scouting ?

C. Research Objectives

The objectives of this research when related to the problem formulation are as follows:

1. How Are Analyze Needs of "Scoutlink" Digital English Book For Indonesian Scouting.
2. How Are design development of "Scoutlink" Digital English Book For Indonesian Scouting.
3. What is the validity of development of "Scoutlink" Digital English Book For Indonesian Scouting.
4. How to test development effectiveness of "Scoutlink" Digital English Book For Indonesian Scouting.

D. Benefits of Research

The benefits of this research can be divided into two parts, namely:

1. Theoretical Benefits

It is hoped that the practical benefits of ""Scoutlink" Digital English Book For Indonesian Scouting will be an effective choice for use by Scout Members as an interesting and fun digital scouting English vocabulary dictionary in increasing their knowledge of English vocabulary. often used in scouting activities.

2. Practical Benefits

- a. It is hoped that this research can be an alternative solution in dealing with a problem so that it can become a motivation for Scout members who are still students to be diligent in improving their English vocabulary.
- b. Makes it easier for Scoutmasters to teach English Vocabulary about scouting
- c. Help Scout members know the many vocabulary words used in scouting activities

E. Expected Product Specifications

The product specifications expected in this research and development are as follows:

"Scoutlink" Digital English Book For Indonesian Scouting

- a. Front and back page covers
- b. List of Contents
- c. Acknowledgments
- d. Scout Movement Code of Ethics
- e. Subject Matter
 - 1) Indonesian-English Terms in the Scout Movement
 - 2) Dialog Example
 - 3) How To Introduce Yourself in English
 - 4) Scout Song
 - 5) Reader Testimony
 - 6) Write's Profile

f. The writing guide is written in Arial Rounded MT Bold and Gill sans ultra bold condensed, Font size 10 and 12, letters on A4 paper size with a specially designed format according to the aesthetics of the background with the characteristic colors of scouting and has 49 pages.

g. Product Limitations

The product created by researchers is a digital dictionary of English vocabulary specifically made for Scout members. The products made can only be accessed using barcodes (E-books) and not in printed book form.

F. Development Assumptions and Limitations

Assumptions and limitations in research and development are:

1. Assumptions

- a. The process of preparing the product went through several revisions to produce a valid learning device before use.
- b. The products used can be an alternative learning source for Scout Members.

2. Development limitation

- a. The product being developed only includes alternative vocabulary frequently used in scouting activities
- b. This product trial was only carried out on Active Scout Members who came from several different areas.

CHAPTER II

THEORETICAL REVIEW

A. Relevant Research

Some research results that have relevance to this research including Meliantina Fitria Kusmarheni, Nur Wiarsih (2022),²³ Mia Nurdiana and Ari Prayoga (2018),²⁴ Fira Frinska Ds (2022).²⁵

1. Research by Meliantina Fitria Kusmarheni, Nur Wiarsih

With the use of fundraiser-level scout materials, this project intends to create new, useful, and efficient scout extracurricular teaching tools in the form of scouting modules. Three different schools—SDI Kebunrejo Genteng, MI Annidhom Genteng, and MI Hidayatul Ulum Wringinrejo Gambiran—had the items created evaluated for efficacy. This research and development (R&D) makes use of the ten development processes that make up the Borg and Gall development model: Basic research and data collection, research planning, early product production, expert validation, product revision, early test, final product revision, field test, distribution, and so on are the steps involved in the process. Numerous techniques, such as observation, interviews, and questionnaires, are used to gather data.

2. Research by Mia Nurdiana and Ari Prayoga

The ways in which managerial functions are used in scout extracurricular activities vary according to the policies of the madrasa head and the culture of the madrasa/school, with a

²³ Fitria Kusmarheni, Nur Wiarsih, and Meliantina Meliantina, 'Pengembangan Modul Pramuka Penggalang Di Sd Islam Kebunrejo Genteng', *AT TA'LIM: Jurnal Madrasah Ibtidaiyah*, 1.2 (2022), 94–106.

²⁴ Mia Nurdiana and Ari Prayoga, 'Fungsi-Fungsi Manajemen Dalam Kegiatan Ekstrakurikuler Pramuka Di Madrasah', *Madrasa*, 1 (2018), 9–15 <<https://doi.org/10.32940/mjiem.v1i0.2>>.

²⁵ F F DS, N Nursyamsi, and N Permatasari, 'Pengembangan Bahan Ajar Latihan Pramuka Pada Tingkat Penggalang Di Sekolah Dasar', *Jurnal Pendid* 12 *si*, 11.1 (2022), 17–24
<<https://p3i.my.id/index.php/refleksi/artic> %0Ahttps://p3i.my.id/index.php/refleksi/article/dow
nload/227/224>.

range of outcomes. This study aims to describe the management functions at three madrasa/schools, starting with the planning, coordinating, executing, and controlling of extracurricular activities. The method of qualitative research was applied. The study's conclusions state that (1) organizing comprises task division, collaboration with outside parties, and student grouping; (2) mobilization includes extracurricular activity implementation, student participation, and the student assessment system; and (4) controlling is accomplished through oral and written communication. Additionally, planning includes activities to determine extracurricular goals, extracurricular goals, activities schedule, and extracurricular coaches.

3. Research by Fira Frinska D.S

Scout training teaching resources are elementary school teaching materials that cover the fundamentals of scouting. This will make things easier for educators because they will be more focused if they have teaching resources to aid in the learning process and provide students with a clear grasp of each skill that they must acquire. The purpose of this study is to determine the usefulness of teaching materials in the process of implementing scout training at the fundraising level. This research is R&D (Research and Development). The researchers employed the ADDIE paradigm, which has five stages: analysis, design, planning, implementation, and evaluation. The research sample consisted of 34 students from the fundraising level at SDN 25 Sabbamparu. There are two types of data analysis procedures used: qualitative analysis and quantitative analysis. The findings of qualitative data analysis reveal that the practicality of using teaching materials is 95%, while the results of quantitative data analysis show that material and design experts receive an assessment of 91.6%, and curriculum experts receive an assessment of 93.75%. As a result, it is possible to conclude that the Scout Training Teaching Materials at the SDN 25 Sabbamparu Elementary School Level are used in practice during scout training.

Table 1.1 Relevant Previous Research

No	Researcher Name	Research Title	Equality	Difference
1	Meliantina Fitria Kusmarheni, Nur Wiarsih	Pengembangan Modul Pramuka Penggalang di SD Islam Kebunrejo Genteng (2022).	Have similarities in developing scouting products.	Research subject level and year of research
			Using Research and Development (R&D) Research Methods	Printing Module Based
			Trial Phase.	
2	Mia Nurdiana and Ari Prayoga	Fungsi-Fungsi Manajemen dalam Kegiatan Ekstrakurikuler Pramuka di Madrasah (2018).	Have similarities in developing scouting products.	Research subject level and year of research
			Trial Phase.	Using qualitative descriptive research methods
				Printing Module Based

3	Fira Frinska D.S	Pengembangan Bahan Ajar Latihan Pramuka Pada Tingkat Penggalang di SDN 25 Sabbamparu Kota Palopo (2022).	Have similarities in developing scouting products.	Research subject level and year of research
				Only until implementation
			Using Research and Development (R&D) Research Methods	Printing Syllabus Based

B. Theoretical Review

1. Development Research

Sugiono said that *Research and Development* is a development method used to produce a particular product. In this opinion, development means having an orientation towards products whose effectiveness has been tested.²⁶

Sukmadinata conveyed the same thing, that development is a process or steps to develop a new product or improve a previously existing product and can be accounted for. From Sukmadinata's opinion, development does not only include matters relating to the process, but rather is a process of perfecting a product that has previously existed and is in accordance with new discoveries or improvements that are part of the development process.²⁷

²⁶ Amalia Yunia Rahmawati, 'METODE PENGEMBANGAN', July, 2020, 1–23.

²⁷ Dimas Afrizal and others, 'Analisis Kebijakan Pendidikan Mengenai Perkembangan Dan Peningkatan Profesional Profesi Guru', *PENSA : Jurnal Pendidikan Dan Ilmu Sosial*, 3.2 (2021), 213–25
<<https://ejournal.stitpn.ac.id/index.php/pensa>>.

Borg and Gall explain that development is an industry-based development because when products or findings during development are used to design new products and procedures which are then systematically tested in the field, evaluated and refined until they reach the criteria of effectiveness and quality. or the same standard. From the opinion presented, development is development the aim is to design new products or procedures that are tested in the field and refined until they reach the expected quality and qualities.²⁸ As per the Law of the Republic of Indonesia Number 18 of 2002, development is defined as a science and technology endeavor that aims to leverage established scientific principles and theories to enhance the capabilities, advantages, and uses of existing science or to generate novel technologies.²⁹

Based on the opinions of several experts who have been presented, the developer defines *research and development (R & D)* as development that is based on the product development process or the process of improving a previously existing product. And the products that have been developed will be tested in the field to find out how good the product quality is. So that later products whose effectiveness and quality have been tested can enter the industrial world. So that it can improve the functions, benefits and applications of existing knowledge or produce new technology.

Product Development Model The development of a product requires stages to achieve the product as expected, so procedures are needed in product development. The procedures used in product development are called models. A real-world abstraction or representation of complex events or systems, in narrative, mathematical, graphic or other symbolic form. This statement was stated by *Good*

²⁸ Amalia Yunia Rahmawati, 'METODE PENGEMBANGAN'.

²⁹ Indonesia Undang Undang Republik Indonesia Nomor 18 Tahun, 'Undang-Undang Nomor 18 Tahun 2002 Tentang Sistem Nasional Penelitian, Pengembangan, Dan Penerapan Ilmu Pengetahuan Dan Teknologi', *Lembaran Negara RI Tahun 2002 Nomor 4219*, 53.9 (2002).

and Travers.³⁰ Many experts have expressed the definition of a development model, one of which is:

A design model in a learning system, according to Morrison, Ross, and Kemp (2001), can assist designers of programs or learning activities in better comprehending the theoretical framework and using specific theories to produce more successful and efficient learning activities.³¹ Gustafson and Branch (2002) divided the learning system design development model into three categories, which include: *models that are focused on classrooms, products, and systems*.

- a. Classroom oriented learning system design (classrooms oriented model) A model whose orientation focuses on effective and efficient learning activities. In this model, classes must be based on an activity assumption that refers to strategy, delivery of material content and evaluation of learning.
- b. Learning design model that is focused on products (Product Oriented Model) product-focused design for educational software. when a product is created in the shape of educational media with the intention of helping pupils learn. Model Oriented on Systems.
- c. The development of a system-oriented learning system places more emphasis on the methods used in learning. Where is the Learning System Model This process requires a learning system design: input-process-output.

2. Indonesian Scout Movement Organization

Indonesian Scout movement is a name of non-formal education organization that performs scouting education in Indonesia. With 25 million members, the Indonesian Scout

³⁰ Ganda Yoga Swara and others, 'Pengembangan Multimedia Pembelajaran Matematika Sebagai Upaya Mendukung Proses Pembelajaran Blended Learning', *Jurnal Inovasi Teknologi Pendidikan*, 7.2 (2020), 105–17 <<https://doi.org/10.21831/jitp.v7i2.35028>>.

³¹ R Benny A Pribadi, 'Model Model Desain Sitem Pembelajaran', 2009, 2016.

Movement, also known as Praja Muda Karana (Pramuka), has grown to become the largest scout organization in the world. The President signed Presidential Regulation (Perpres) Number 87 of 2017 for Enhancing Character Education on September 6, 2017 [2-4].³² Developing character education is crucial in the current climate to overcoming Indonesia's moral problem. (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 concerning Scouting Education). Scouting, a tradition in education, has been crucial to the success of the Building Character Education Movement. (Yulianti, Dian Widya Putri 2019).³³

The largest and most significant youth organizations in the nation today are scouting organizations. Just a few years after the founding of what was then known as Netherlands India, the hero of the Mafeking siege, Lord Baden-Powell, established scouting organizations. Numerous Indonesian youngsters have been scouts till they reach early adulthood, joining year after year. Some continue in their role as scoutmasters until they reach retirement age. Saying that Indonesians of every profession, rank, and social status—from university presidents to executive officers of the nation's leading private companies, from heroes of the Independence War to simple vegetable and fruit farmers in isolated rural areas—have one thing in common is not hyperbole. According to the most recent data, there were approximately 16 million young Indonesians registered as scouts in 2002. Members' ages ranged from university to the third grade in elementary school. 22, Some claim that Indonesian youth have mobilized in large numbers for the scout movement by any measure of involvement (Salam 1988:118).³⁴

³² Florina Simona Burta, 'PERSEPSI GURU TERHADAP PELAKSANAAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER DI SMP NEGERI 1 BANDAR SRI BHAWONO KABUPATEN LAMPUNG TIMUR', 1, 2018, 430–39.

³³ Tentara Nasional Indonesia and others, 'PERATURAN PRESIDEN REPUBLIK INDONESIA NOMOR 66 TAHUN 2019', 009418, 2019.

³⁴ Intan Kusumawati, 'Pembentukan Karakter Siswa Melalui Pendidikan Kepramukaan', *Academy of Education Journal*, 3.1 (2012), 75–91 <<https://doi.org/10.47200/aoej.v3i1.85>>.

4. Scout Link

Pramuka/Scout is an abbreviation of Praja Muda Karana which means young man who likes to work. Scouts are Indonesian citizens who are active in scouting education as well practicing satya and scout dharma (Damanik, 2014). Scouting values are moral principles that guide the behavior of members of the organization. These principles are taught and ingrained in Scout members. Scout. Scouting values are the moral principles that guide a member's behavior and are good values that are taught and ingrained in them. Tri Satya, Dasa Dharma, and the abilities and skills that Scout members control are the sources of scouting values (Aji, 2016).³⁵

An association or bond between two objects is called a link. Bibliographies that couple publications, authorship linkages that scholars share, and event links that connect phrases are a few examples of links. Typically, a map consists of simply one kind of connection. Additionally, there can only be one link between any two things. Positive numerical values indicate the power of each link. A stronger connection is indicated by a greater value. When referring to a bibliographic link, link strength can represent the quantity of references cited between two public publications; when referring to collaborative writing, it can represent the number of publications co-authored by two researchers; or when referring to publications containing two terms appearing together. Links among objects can occasionally have a power of one. When using VOSviewer, the link strength is not displayed. A network is made up of shared linkages and items. As a result, a network is an assortment of objects connected by links. The 2020 VOVviewer Manuals.³⁶

³⁵ Novri Gazali and others, 'Penanaman Nilai-Nilai Karakter Peserta Didik Melalui Ekstrakurikuler Pramuka', *Aksiologi: Jurnal Pengabdian Kepada Masyarakat*, 3.2 (2019), 201 <<https://doi.org/10.30651/aks.v3i2.1898>>.

³⁶ Claudio Biscaro and Carlo Giupponi, 'Co-Authorship and Bibliographic Coupling Network Effects on Citations', *PloS One*, 9 (2014), e99502 <<https://doi.org/10.1371/journal.pone.0099502>>.

5. Digital Book (Scoutlink)

A digital book, commonly referred to as an e-book, is an informational electronic book (Ma'arif & Claudia, 2021) You can read digital books on an Android, laptop, or tablet. Students who use digital books do not have to repeatedly access the internet because one download may be opened for each class. There are now four abilities being developed for digital books, including reading, writing, speaking, and listening videos. Using this digital book, it is predicted that students will be able to study online more easily because they can download the explanations or videos that are included in the material or exercise sections. In order to prevent pupils from becoming easily bored while studying, digital books have been given an appealing design. in this case the digital book will be barcode-based so that it is easily accessible.³⁷

Views of digital natives held by educators are thought to impact how they use digital learning materials. (Dopo & Ismaniati, 2016, p. 23).³⁸ Any digital material that teachers and students can use for educational purposes is referred to as a digital learning resource. (Surjono, 2014, p. 10).³⁹ Digital books are adaptable educational tools that can be used individually or in a traditional classroom setting to support student learning activities. Features With a variety of media available in a single learning tool, digital books should be more captivating, motivating, fascinating, and interactive when used in interactive multimedia learning development lectures. According to the Information Resource

³⁷ Iin Baroroh Ma'arif and Shintia Ira Claudia, 'Developing English Digital Book for IX Grade Students of Junior High School', *APPLICATION: Applied Science in Learning Research*, 1.2 (2021), 83–88 <<https://ejournal.unwaha.ac.id/index.php/application/article/view/1833>>.

³⁸ Miftahul Jannah, Lantip Diat Prasajo, and Mohammad Adam Jerusalem, 'Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools', *Al Ibtida: Jurnal Pendidikan Guru MI*, 7.1 (2020), 1 <<https://doi.org/10.24235/al.ibtida.snj.v7i1.6088>>.

³⁹ Disa Hediandah and Herman Dwi Surjono, 'Building Motivation and Improving Learning Outcomes with Android-Based Physics Books: Education 4.0', *Anatolian Journal of Education*, 4.2 (2019), 1–10 <<https://doi.org/10.29333/aje.2019.421a>>.

Management Association (2012), digital technology has the potential to improve students' learning persistence and retention. It can also offer rich information and is more suited for use in learning models. 21st century lessons.

In the field of education, digital book development is nothing new. Since the open ebook format was created in 1990, publishers and software developers have been able to utilize a single file that can be read on a variety of devices and with different digital book reader apps. (SEAMOLEC, 2013). The Horizon Report (Johnson, Levine, Smith, & Stone, 2010, p. 17) mentions ebooks as one of the trends in the use of technology in higher education that will be widely used in the next two to three years (2011 – 2013). In further research, in 2011 The Horizon Report (Johnson, Smith, Willis, Levine, & Haywood, 2011, p. 8) reiterated the fact that e-books have been positively received for their utilization and have been employed extensively in the educational process. regarded as a transformative tool that offers a variety of reading experiences.⁴⁰

Digital books can also be classified as digital content (publications) and a combination of software and hardware to produce digital book products containing multimedia content. The development of digital books cannot be separated from the application of the concept of module development and multi-media learning, which forms digital books as integrated modules containing multimedia content that is collated interactively. A digital book can be called a comprehensive handout, that is, it provides material in its entirety covering one material from beginning to end (Butcher et al., 2006, p. 142).⁴¹

⁴⁰ The New and Media Consortium, *The horizon report*, Reading, 2010.

⁴¹ Arif Wicaksana and Tahar Rachman, *Perencanaan Pembelajaran (Kurikulum Merdeka Belajar)*, *Angewandte Chemie International Edition*, 6(11), 951–952., 2018, III
<<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>>.

In the educational process, facilities, teachers, and students are inextricably linked (Abdullah, 2018).⁴² However, in practice, not all educational institutions are able to offer all of the resources needed for instruction and learning. (Widiastuti, 2019).⁴³ Due to this circumstance, educators and students must learn how to use technology as a teaching tool (Anggun et al., 2018).⁴⁴ Up till now, print and non-print learning have been made easier by technological advancements (Agusta & Arisandy, 2017).⁴⁵ In addition to the rapid advancement of technology, a large number of instructional resources are available online (Anggun et al., 2018).⁴⁶ The utilization of electronic or non-printed instructional materials is one innovation in the learning process (Wigati, 2018). One potential answer to this issue is the creation of e-books, or non-printed educational materials.⁴⁷

Teaching materials in the form of e-books can be used in the learning process (Nurlaela & Sumantri, 2021).⁴⁸ Apart from that, it can also be a learning resource (Raihan & Ahmadi, 2018).⁴⁹ E-books are a digital or electronic form of a book that integrates various multimedia elements including writing, illustrations, audio and

⁴² Martopan Abdullah, 'Pengaruh Fasilitas Sekolah Dan Motivasi Guru Terhadap Efektivita Proses Mengajar Di Madrasah Aliyah Ddi Bontang', *PROMOSI (Jurnal Pendidikan Ekonomi)*, 6.2 (2018), 165–75 <<https://doi.org/10.24127/pro.v6i2.1704>>.

⁴³ Widiastuti Widiastuti, 'Mengatasi Keterbatasan Sarana Prasarana Pada Pembelajaran Pendidikan Jasmani [Overcoming Facilities Limitations Affecting Physical Education Learning Activities]', *Polyglot: Jurnal Ilmiah*, 15.1 (2019), 140 <<https://doi.org/10.19166/pji.v15i1.1091>>.

⁴⁴ Lutfiah Khairunnisa and others, 'Respon Guru Terhadap Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Beberapa Kota Di Indonesia', *Prosiding Seminar Nasional Pendidikan Biologi, 'Inovasi Dan Tantangan Pembelajaran Serta Riset Biologi Berbasis Islami Di Era Pandemi'*, 2021, 83–93.

⁴⁵ Tyas Dwi Enggarti, 'PERSEPSI GURU TERHADAP PELAKSANAAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER DI SMP NEGERI 1 BANDAR SRI BHAWONO KABUPATEN LAMPUNG TIMUR', *Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Lampung.*, 2018, 33–40.

⁴⁶ Annisa Rizkiana, 'Pengaruh Modul Digital', 2018.

⁴⁷ Rizkiana.

⁴⁸ Tyas Dwi Enggarti.

⁴⁹ Tyas Dwi Enggarti.

video, making it possible to access them via a computer or mobile phone (Awaludin, et al., 2020).⁵⁰

E-books are electronic books that use digital format and have multimedia elements (Anwar & Wibawa, 2019). Actually, e-books are a digital form of ordinary printed books (Sukardi et al., 2015).⁵¹

E-books in file form have various formats, such as pdf, htm, flipbook and so on (Afifah et al., 2018). The advantages of e-books compared to textbooks include: 1) pictures/photos of plants are presented in an original way, 2) examples of plants are recognized by students because they are around them, making it possible to use them as a reference, 4) it is relatively easy and cheap because they can use a smartphone or laptop, and 5) it allows participants students to learn independently (Damayanti et al., 2019). Not only that, e-books can be used as teaching materials in many schools because they suit learning needs and do not require a lot of money (Afifah et al., 2018). The use of e-books in the learning process is expected to maximize students' interest in learning (Krisnaresanti, et al., 2018) This e-book teaching material has characteristics in the form of learning objectives, competencies, materials and activities in the learning process (Novalia, et al., 2020).⁵²

6. Barcodes

A barcode label is a graphic that consists of a series of bars with numbers underneath them. It is a data format that can be translated by a specific sort of machine. Typically, the data on a barcode contains an image of an object. A barcode can be scanned using an optical

⁵⁰ Tyas Dwi Enggarti.

⁵¹ Tyas Dwi Enggarti.

⁵² Tyas Dwi Enggarti.

scanner known as a Barcode Scanner (RF Machine). A barcode scanner is a device that uses infrared to record and interpret barcodes from images into alphanumeric digits.⁵³

7. English Vocabulary

Vocabulary, according to Ronald Carter and Michael McCarthy, is all the words a person employs when communicating. (Ronald Carter and Michael Mc Carthy, 1988, p.11.)⁵⁴ The growth of one's vocabulary is crucial to learning to read. The quantity of terms a child understands that have multiple meanings can affect his reading comprehension.. It gets easier for kids to recognize words when reading the more words they are familiar with. Similarly, having a large vocabulary with a variety of meanings is crucial while writing. While language proficiency and sentence form contribute to writing being more readable and engaging. (Carol J. Fisher and C. Ann Terry, 1990, pp.139-143.)⁵⁵ Lewis, who was cited by Moras (2001) in the same publication, said that while learning a language is a complex process, vocabulary acquisition needs to be at its core. In order for pupils to attain the required vocabulary targets, teachers must be able to plan the learning process.⁵⁶

In Language Development for Preschool Children it is said that listening is the most important part of language development. Children listen first before speaking. Listening includes recognizing sounds, interpreting them and reacting to them. Reading is thinking process and is a process that requires a lot of stimulation. Speaking and listening are direct two-way communication and writing is a tool for

⁵³ Nadya Amanda Istiqomah and others, 'The Implementation of Barcode on Warehouse Management System for Warehouse Efficiency', *Journal of Physics: Conference Series*, 1573.1 (2020) <<https://doi.org/10.1088/1742-6596/1573/1/012038>>.

⁵⁴ Ronald Carter and Michael McCarthy, 'Talking, Creating: Interactional Language, Creativity, and Context', *Applied Linguistics*, 25.1 (2004), 62–88 <<https://doi.org/10.1093/applin/25.1.62>>.

⁵⁵ Arie Rijanti, 'PENINGKATAN KEMAMPUAN KOSAKATA BAHASA INGGRIS MELALUI METODE BER CERITA DENAN PETA PIKIRAN', 10.2 (2021), 6.

⁵⁶ Amelia Torres Ramírez, 'The Lexical Approach: Collocability, Fluency and Implications for Teaching', *Revista de Lenguas Para Fines Específicos*, 18 (2012), 238.

communicating or conveying ideas. (Reeta Sonawat and Jasmine Maria Francis, 2007, pp. 33-45.)⁵⁷

Brown and Payne stated five important steps in learning vocabulary: (1) have a source to be able to find new words. These include reading newspapers or magazines, watching TV or radio, and picking up new terms through reading books. (2) getting a clear picture of the form of the new word being studied either visually and auditorily or both, (3) learning the meaning of the words (4) remember the form and meaning of the words that have been learned, and finally (5) use these words. (Evelyn Hatch and Cheryl Brown, 1995), p. 373.)⁵⁸ Learning English in early childhood is learning a second language. In learning a second language, children will experience difficulties if they do not receive guidance and assistance from adults or more skilled children. Ellis (1986) stated that language Firstly, namely the mother tongue or the language that was first acquired has an influence on the learner's second language mastery process (Abdul Chaer, 2007, p. 256).⁵⁹

8. Conceptual Framework

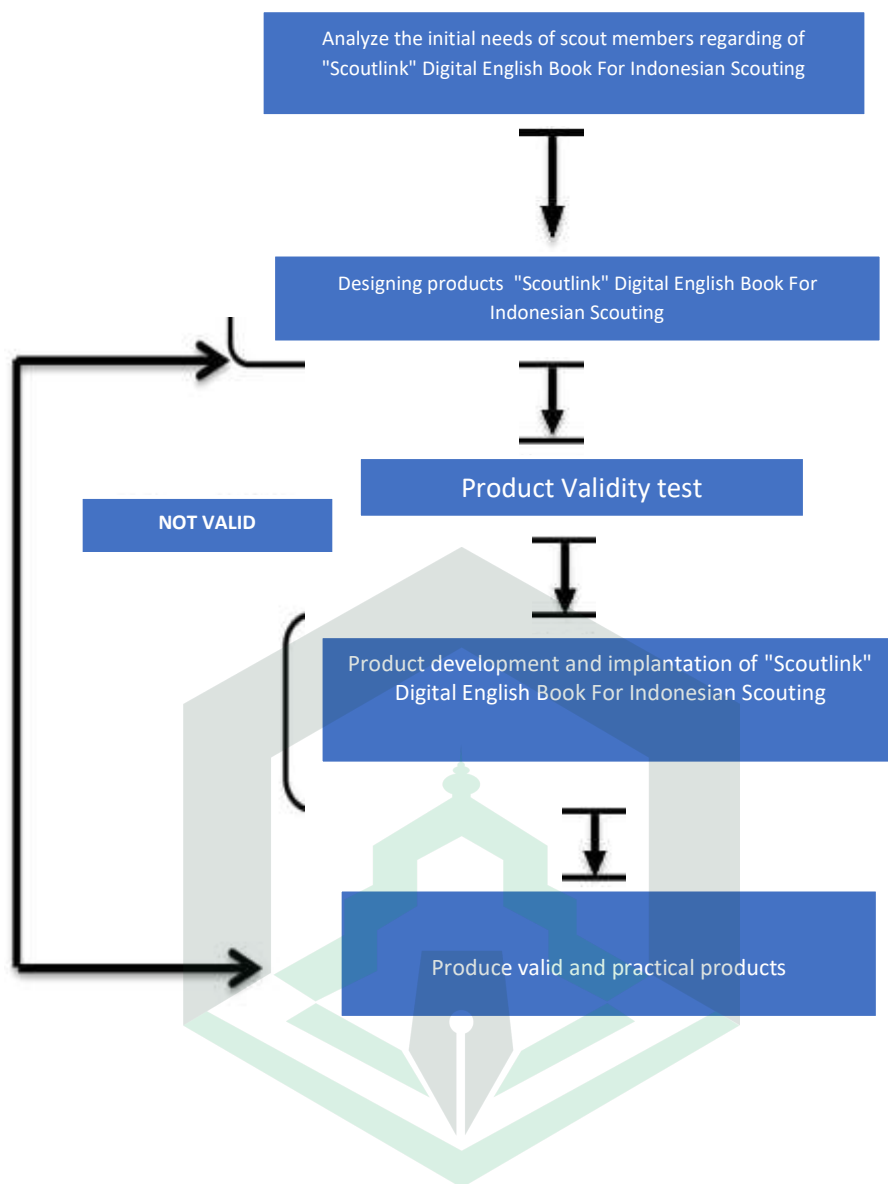
The framework is a step to direct research. Based on this framework, the following data is obtained. The development of learning media that is the focus of this research is the development of the Product "Scoutlink" Digital English Book for Indonesian Scouting. The framework of thought in this research is as follows:

⁵⁷ Arina Rihal Jannah, Ratno Abidin, and Wardah Suweleh, 'PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini DAMPAK GUDGET TERHADAP PERKEMBANGAN BAHASA ANAK USIA DINI', *Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 5 (2019), 25–40.

⁵⁸ A Rijanti - Alim, 'PENINGKATAN KEMAMPUAN KOSAKATA BAHASA INGGRIS MELALUI METODE BERCERITA DENAN PETA PIKIRAN', *Industry and Higher Education*, 3.1 (2021), 1689–99
<<http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288>>.

⁵⁹ Arie Rijanti.

Table 1.2 Conceptual Framework



CHAPTER III

RESEARCH METHODS

A. Type of Research

This research investigation is included in the research and development category. Research and development methods, or R&D in English, are scientific means for conducting studies, design, production and evaluating the efficacy of the products produced, according to Sugiyono. This knowledge allows reducing research and development efforts to the 4 Ps (Research, Design, Production and Testing).⁶⁰

Creating and evaluating educational goods is a process known as research and development (R&D). In a footnote on “products,” Borg and Gall (1979) explain “Our Use of the Term,” “Products” include not only tangible goods such as textbooks, instructional films, and so on, but are also intended to refer to established procedures. and processes, such as teaching methods or methods for structuring instruction. In other words, they claim that educational products developed through research and development are not only limited to learning books such as books, various types of educational films, etc., but can also take the form of procedures or processes such as instructional strategies or how to organize learning. learning.⁶¹

⁶⁰ Sugianto, *Teknik Penelitian dan Pengembangan (Research and Development)* (Bandung: Alfabeta, 2017),h. 30

⁶¹ Wina Sanjaya, *Penelitian Pendidikan (Jenis, Metode, dan Prosedur)*, (Jakarta: Kencana, 2013), h. 129



Picture 1.1 Addie model

This digital English vocabulary book was developed in four steps: first, we need to analyze what kind of help the Scout members need. Next, we will design To collect information about the potential for developing this digital English vocabulary book, we distributed online needs analysis instrument to 25 Scout members from various regions. In the early stages of this digital English book, the design concept for the digital book has a characteristic theme and color that is synonymous with scouting. The reading material contains around 500 to 1000 words and is equipped with a presentation of vocabulary used in daily interactions. This book also contains remarks from the mainstay quarter of the foreign commission of the Indonesian national scout movement, the board of the branch of the Palopo city scout movement, Head of the regional scout education and training center for South Sulawesi and the chairman of the South Sulawesi regional work council. The book trial phase is designed to find out whether the information

conveyed is in accordance with the needs of scout members. Can scout members more easily understand and use the presentation of vocabulary in existing digital books? The trial process consists of three steps, namely distributing online quicksioners, distributing digital book barcodes and obtaining response information as material for revision or development for the next stage.

The results of data collection were analyzed qualitatively and quantitatively. After statistical analysis, the data is described. Comments and suggestions for product improvement are collected as qualitative data, which are then checked and documented in a qualitative description to revise the items made. Statistical software for the social sciences was used to analyze the frequency, average, and percentage of quantitative data that had been provided by material scoring specialists. Qualitative and quantitative analyzes were used to describe the results of data collection. The data is evaluated and described statistically. Qualitative data were provided in the form of comments and suggestions for improvement by product experts, analyzed and described using qualitative data obtained by expert reviews, entered into a computer, averages and frequency percentages were statistically analyzed in social science packages.

At this needs analysis stage there are several stages, namely: Initial Analysis (Pre-Test), Design, Validation, Test/Implementation, Final Analysis (Post-Test).

a. Initial Analysis

This initial analysis analyzes the basic problems faced by 25 Scout members from 15 different regions (Palopo City, Makassar, Gowa, Maros, Sinjai, East Luwu, Takalar, Enrekang, North Toraja, Bone, Aceh, DKI Jakarta , Semarang, Bangka

Belitung and Sorong City) in developing English vocabulary when participating in scouting activities. To find out this problem, researchers used the Needs Analysis instrument.

b. Development Design

At this stage, a product was created, namely a barcode-based digital English book, by researchers to make it easier for Scout members to develop English vocabulary. There are several things that researchers need to prepare, namely: font management, writing format, font size, initial design, until the end. The product design for developing a barcode-based digital English vocabulary dictionary book consists of a cover or front and back cover, foreword, table of contents, terms in the scout movement. Consists of 45 pages and more than 1000 words.

c. Development Validity

To determine the level of validity of the development of the "Scoutlink" Digital English Book For Indonesian Scouting based on barcodes, the researcher developed and arranged it according to the needs of Scout members whose needs had been analyzed and to find out the relative frequency results obtained by the researcher. Furthermore, one of the main criteria for determining whether or not the use of "Scoutlink" Digital English Book For Indonesian Scouting developed by researchers is valid is seen from the validation results from the validators.

d. Development Trials

Analysis of trial data was obtained from the instrument needs analysis form which was distributed to 25 scout members. Product assessment is based on the needs analysis form instrument that has been filled in by respondents and then analyzed to determine the level of success of the product being developed. There are item score, Percentage of product trial analysis, Effectiveness Test, Implementation and Final Analysis Instrument.

B. Location and Time of Research

This research was conducted for 3 months. The data collection and data collection process is carried out online via Google form using a needs analysis instrument. A research instrument is a tool used to obtain data and information from respondents. Arikunto (2014, p. 160) stated that a research instrument is a tool that researchers use to collect data so that their work is easier and the results are better, in the sense of being more careful, more complete and systematic so that it is easier to process.⁶²

C. Research Objects and Subjects

The subjects of this research were 25 Active Scout Members from the Student Group, Penegak, Pandega and Adult Member Groups from 15 different regions, namely Palopo City, Makassar, Gowa, Maros, Sinjai, East Luwu, Takalar, Enrekang, North Toraja, Bone, Aceh, DKI Jakarta, Semarang, Bangka Belitung and Sorong City. The object of this research is a digital English vocabulary dictionary.

⁶² Andi Fitriani Djollong, 'Tehnik Pelaksanaan Penelitian Kuantitatif (Technique of Quantitative Research)', *Istiqra' : Jurnal Pendidikan Dan Pemikiran Islam*, 2.1 (2019), 86–100 <<https://jurnal.umpar.ac.id/index.php/istiqra/article/view/224>>.

D. Development Procedures

This development study uses a descriptive model, or procedural model, to describe the steps that must be taken to create a product. The final result of this study and development will be a digital-based English vocabulary dictionary for scout members.

The ADDIE learning system is the learning methodology used (Analysis, Design, Development, Implementation, Evaluation). The methodical learning design approach is the ADDIE model. Reisser and Molenda created this concept. The decision to use this model was taken after considering the fact that this model was created methodically and was built on a theoretical framework for learning design. This model is set programmatically with an organized sequence of tasks in an effort to address problems with learning resources related to learning demands and features.

The five stages of the ADDIE learning system creation model are analysis, design, development, implementation and evaluation.

1. Phase I Analisis (*analysis*)

The analysis stage is the stage where researchers analyze the need for developing learning resources and analyze the feasibility and conditions for development. This stage is the process of defining what Scout Members will learn. So, to find out or determine what Scout members must learn, researchers carry out a needs analysis, namely determining the abilities or competencies that Scout members need to learn and carrying out material analysis in accordance with

competency demands so that the development carried out can be in accordance with applicable competency guidelines.

2. Phase II Design (*design*)

Product design focuses on three activities: selecting content that suits the characteristics and needs of Scout members, implementing strategies and selecting formats and techniques for testing and evaluation.

3. Phase III Development (*development*)

The third step consists of development activities, which is basically the process of providing design specifications for the physical form to create the development product. The development stage involves various tasks, such as finding and compiling all sources or references needed for creating material, creating supporting graphs and tables, creating drawings, typing, arranging layouts, creating evaluation tools, etc.

4. Phase IV Implementation (*implementation*)

At this stage, after the product is declared valid "Scoutlink" Digital English Book For Indonesian Scouting will be tested based on barcodes that have been developed to carry out trials.

5. Phase V Evaluation (*evaluation*)

The evaluation process involving the community and formative evaluation is the final step. Summative evaluation is carried out at the end of the program to

assess the impact on product quality results. Formative evaluation is carried out at each stage to collect data used for improvement.⁶³

In summary, product development procedures can be carried out through several stages, including:

1. Pre-development stage by conducting needs analysis
2. Development stage by preparing the product
3. Product testing stage by validating content and validating design
4. The product revision stage is carried out by implementing the product that has been developed.⁶⁴

E. Data Collection Techniques

1. Needs Analysis Instrument (Pre-Test)

Providing a list of questions or written statements to respondents is a data collection method commonly used in Needs Analysis Instrument (Pre-Test). Product evaluation data developed by researchers was collected using the Needs Analysis Instrument. Researchers can perfect the product they have created until it is considered valid or suitable for testing in the field by using this Needs Analysis Instrument as a reference base.

⁶³ I Made Tegeh, I Nyoman Jampel, I Ketut Pudjawan, *Model Penelitian Pengembangan*, (Yogyakarta: Graha Ilmu, 2014), h. 41-43

⁶⁴ Vera Kumala Sari, “*Pengembangan Bahan Ajar Berbasis Cerita Bergambar Untuk Meningkatkan Pemahaman Konsep pada Subtema 2 Lingkungan Sekitar Rumahku Kelas ISDN Gemukwatu IV Ngoro Jombang*”. Skripsi (Malang: Fakultas Tarbiyah, UIN Maulana Malik Ibrahim, 2015), h. 89

2. Assesment (Post-Test)

After the product is used, the researcher distributes a quick tester (post-test) which is used to measure how good of the product is and how much Scout members understand the content of the product produced.⁶⁵

3. Validation Instrument

After designing "Scoutlink", the researcher validated the resulting product. There are three experts who will validate the product, they are language experts, curriculum experts, design experts and material experts.

F. Data analysis techniques

Two types of data analysis are used in research and product creation, namely qualitative data analysis and quantitative data analysis.

1. Qualitative Data Analysis

To determine a product development design that can be used to facilitate implementation and help Scout members' understanding, qualitative data analysis was carried out by analyzing information, criticism and suggestions from media experts and materials regarding the development of this "Scoutlink" Digital English Book For Indonesian Scouting. The results of this qualitative data analysis can be applied for future product revisions. The analytical method used in this research for qualitative data was developed by Miles and Huberman. The steps are as follows:

⁶⁵ I Made Tegeh, I Nyoman Jampel, I Ketut Pudjawan, *Model Penelitian Pengembangan...*82

a. Data Reduction

The amount of information collected outdoors requires careful and thorough documentation. To select relevant and meaningful data, concentrate on data that leads to problem solving, discovery, meaning, or resolution of research questions, data reduction is carried out after data collection. Then, filter and organize the information systematically while highlighting key results and their implications.

Each researcher will follow the goals they want to achieve as a guide when reducing data. Researchers will concentrate on findings from interviews with media experts and materials in the form of information, criticism and suggestions during data reduction.⁶⁶

b. Presentation Data

Data can be presented visually through text, images and tables. Bringing together information to describe the situation that occurred is the purpose of data presentation. In this situation, researchers must create narratives, matrices, or graphs to make it easier for them to understand the information or data, either in whole or in part, from the research results. Considering the results of the data reduction that has been carried out in this case, the researcher will show or present the data findings.⁶⁷

⁶⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2015), h. 247

⁶⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*...249

c. Conclusions Drawing

Interim conclusions are made during the research process once a sufficient amount of data has been collected, and final conclusions are made after all the data has been collected. Research findings in the form of descriptions or descriptions of objects that were previously unclear become clear upon closer inspection, becoming the conclusions.⁶⁸

2. Quantitative Data Analysis

- a. Statistical approaches and analytical tools aid in the collection and analysis of data samples in order to uncover patterns and trends. These insights aid in developing forecasts that can be used to make decisions. Statistical analysis tools can also be used to analyze, describe, summarize, and compare data.
- b. By reviewing the results of the Needs Analysis Instrument validation assessment of media and material validation, quantitative data analysis has been completed. The feasibility of the learning resources that researchers create is assessed using this analysis. Likert scales and categories are used when rating:

Table 1.3 Assesment (Post-Test)

SCORE	CRITERIA
1	Very Not Good
2	Not good
3	Enough

⁶⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D...252*

4	Good
5	Very Good

The results of the validation score calculation will be averaged and then converted from quantitative data to qualitative data according to the categories on the Likert scale



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Product Requirements Analysis

At this needs analysis stage there are several stages, namely: Initial Analysis (Pre-Test), Design, Validation, Test/Implementation, Final Analysis (Post-Test).

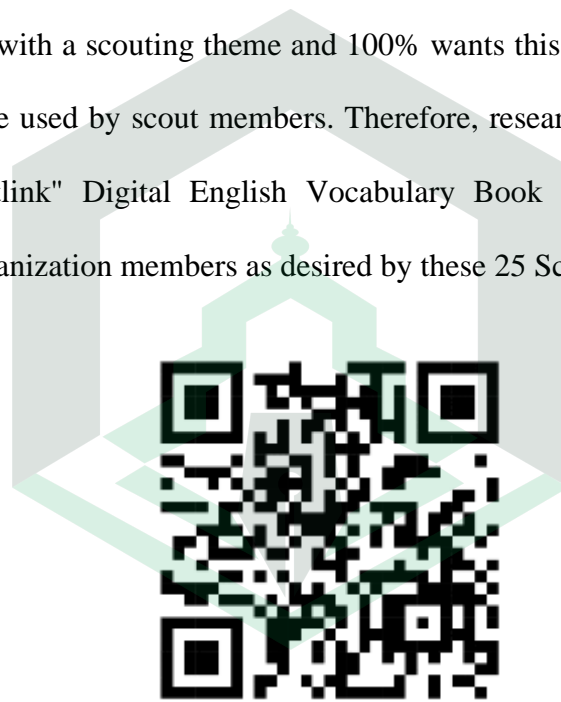
a. Initial Analysis

This initial analysis analyzes the basic problems faced by 25 Scout members from 15 different regions (Palopo City, Makassar, Gowa, Maros, Sinjai, East Luwu, Takalar, Enrekang, North Toraja, Bone, Aceh, DKI Jakarta, Semarang, Bangka Belitung and Sorong City) in developing English vocabulary when participating in scouting activities. To find out this problem, researchers used the Needs Analysis instrument. As for the Needs Analysis instrument, this research obtained results regarding the problems faced by Scout members, namely 52% of Scout members who do not know much about English vocabulary but 100% have high curiosity in developing English vocabulary.

The data were obtained from the researcher's Needs Analysis instrument through the question: Have you ever received the "Scoutlink" Digital English Book For Indonesian Scouting? Their answer was based on a percentage, namely 84% had never received a similar product. According to them, if this product is developed, 92% will be very interesting because it is digital based and contains content that has its own interest.

Based on the results of the needs analysis instrument, this 100"Scoutlink" Digital English Book For Indonesian Scouting, if developed, will be very useful for Scout Members who will present the vocabulary used in scouting activities and daily life.

The data obtained from the needs analysis instrument shows that 96% of Scout members think that it is very convenient if the "Scoutlink" Digital English Book For Indonesian Scouting can be accessed via barcodes and 92% want this product to be designed with a scouting theme and 100% wants this product to be released so that it can be used by scout members. Therefore, researchers have created the product "Scoutlink" Digital English Vocabulary Book For Indonesian Scout Movement Organization members as desired by these 25 Scout members.

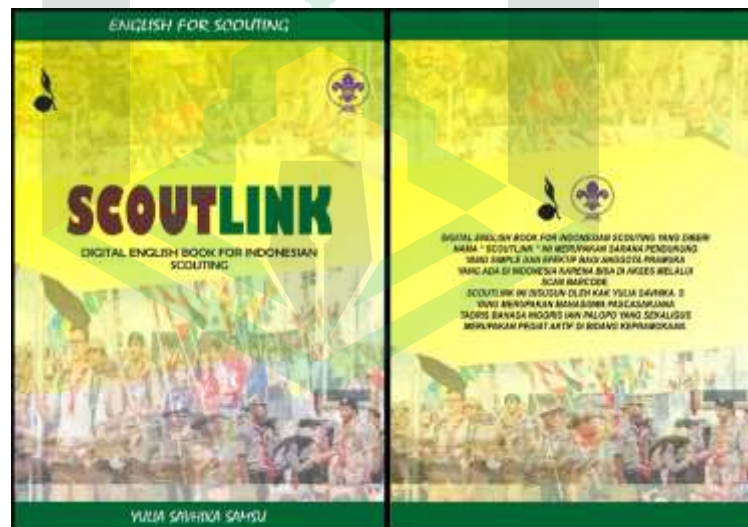


Picture 1.2 Result Initial Analysis Instrument / Pre-Test (SCAN BARCODE)

d. Development design of "Scoutlink" Digital English Book For Indonesian Scouting ?

At this stage, a product was created, namely a barcode-based digital English book, by researchers to make it easier for Scout members to develop English vocabulary. There are several things that researchers need to prepare, namely: font management, writing format, font size, initial design, until the end.

The product design for developing a barcode-based digital English book consists of a cover or front and back cover, foreword, table of contents, terms in the scout movement. Consists of 45 pages and more than 1000 words. The following is the cover design created by the researcher as follows:



Picture 1.3 Product Front Back Cover



Picture 2.1 Scoutlink (SCAN BARCODE)

- e. Development validity of "Scoutlink" Digital English Book For Indonesian Scouting?

To determine the level of validity of the development "Scoutlink" Digital English Book For Indonesian Scouting based on barcodes, the researcher developed and arranged it according to the needs of Scout members whose needs had been analyzed and to find out the relative frequency results obtained by the researcher.

Furthermore, one of the main criteria for determining whether or not the use of "Scoutlink" Digital English Book For Indonesian Scouting developed by researchers is valid is seen from the validation results from the validators. The names of the validators in the product development research that the researchers created are:

Table 2.1 Names of Product Validator Experts (External and Internal)

No	Name	Information
1	Mr. Mohammad Laiyin Nento	Secretary General/mainstay of the National Scout Movement's National Quarterly Foreign Commission and Member of WOSM (World Organization Scout Movement)/Asia Pacific Regional Educational Method Sub-Committee. (Material and Design Expert)
2	Mr. Dr. H. Budiman Tahir, M.Pd	Head of the Regional Scout Education and Training Center for South Sulawesi and Widyaishwara, curriculum developer. (Material and Curriculum Expert)

3	Miss. Dewi Furwana, S.Pd., M.Pd	Lecturer/Secretary of TBI Study Program. (Linguist Expert)
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a. Material and Design Expert Validity Results

Mr. Mohammad Laiyin Nento as material and product design expert.
Description of results obtained after revising the product.

Table 2. 2 Material and Design expert validation test calculation results

RATED ASPECT	INFORMATION	
1. Title includes Product Name and Organization.	$P = \frac{4}{4} \times 100\%$	Very Valid
2. Scouting Vocabulary (For Scout Members to use according to the purpose)	$P = \frac{4}{4} \times 100\%$	Valid
3. Use appropriate letters	$P = \frac{3}{4} \times 100\%$	Very Valid

4. The material included is appropriate to its purpose	$P = \frac{4}{4} \times 100\%$	Very Valid
5. The material is in accordance with basic competencies	$P = \frac{3}{4} \times 100\%$	Valid
6. The designed product is able to measure development achievements	$P = \frac{4}{4} \times 100\%$	Very Valid
7. Use good and correct English-Indonesian	$P = \frac{4}{4} \times 100\%$	Very Valid
8. The sentences used are simple and easy to understand	$P = \frac{4}{4} \times 100\%$	Very Valid
Total number	$P = \frac{22}{24} \times 100\% = 91,6\%$	Very Valid

Based on the results of the calculations in the table above, of the 6 aspects, there are 4 that have a very valid value with a percentage of 100%, there are 2 that have a valid value of 75%. The total of all aspects with a valid value is 91.6%.



Picture 2.2 Validation of Material and Design Expert (SCAN BARCODE)

b. Material and Curriculum expert validity results

Mr. Dr. H. Budiman Tahir, M.Pd, as material and curriculum product expert.

Description of results obtained after revising the product. Following are the validation results and percentage calculation results.

Table 2. 3 Material and Curriculum Expert Validation Test Calculation Results

RATED ASPECT	INFORMATION	
1. Conformity of material with basic competencies.	$P = \frac{4}{4} \times 100\%$	Very Valid
2. Conformity of material with competency standards	$P = \frac{4}{4} \times 100\%$	Very Valid
3. Conformity of material with indicators	$P = \frac{4}{4} \times 100\%$	Very Valid
4. Material is easy to understand	$P = \frac{4}{4} \times 100\%$	Very Valid
5. Appropriateness of scouting vocabulary	$P = \frac{4}{4} \times 100\%$	Very Valid
6. Clarity of vocabulary descriptions	$P = \frac{4}{4} \times 100\%$	Very Valid

Total Number

$$P = \frac{24}{24} \times 100 \% = 100 \%$$

Very Valid

Description of results obtained after revising the product. After revision, it is then validated to obtain validity. From the percentage results it can be seen that all 6 aspects have very valid values, so that all aspects have very valid values with a percentage of 100%.



Picture 2.3 Material and Curriculum Expert Validation (SCAN BARCODE)

c. Language Expert Validity Results

Mrs. Dewi Furwana, S.Pd., M.Pd, as a language expert. Description of results obtained after revising the product.

Table 3.1 Linguist Expert Validation Test Calculation Results

RATED ASPECT	INFORMATION	
1. Numbering is clear	$P = \frac{4}{4} \times 100\%$	Very Valid
2. Material is easy to understand	$P = \frac{4}{4} \times 100\%$	Very Valid
3. Use communicative language and simple sentence structures.	$P = \frac{3}{4} \times 100\%$	Valid
4. Use good and correct language.	$P = \frac{4}{4} \times 100\%$	Very Valid
5. Use appropriate writing, spelling and punctuation	$P = \frac{3}{4} \times 100\%$	Valid

<p>6. Use correct terms so they are easy to understand</p>	$P = \frac{4}{4} \times 100\%$	<p>Very Valid</p>
<p>7. Use clear directions and instructions so as not to give rise to multiple interpretations</p>	$P = \frac{4}{4} \times 100\%$	<p>Very Valid</p>
<p style="text-align: center;">Total Number $P = \frac{26}{28} \times 100\% = 92,85\%$ Very Valid</p>		

Based on the results of the calculations in the table above, of the 7 aspects, there are 5 that have a very valid value with a percentage of 100%, there are 2 that have a valid value of 75%. The total value of all valid aspects is 92.85%.



Picture 3.1 Linguist Expert Validation (SCAN BARCODE)

b. Development trials of "Scoutlink" Digital English Book For Indonesian Scouting ?

Based on the results of the trial "Scoutlink" Digital English Book For Indonesian Scouting based on barcodes, this was carried out by distributing a needs analysis instrument to determine the response of 25 scout members who had previously taken samples of their initial needs. Data from the trial results are in the interval 81% - 100% with a score of 81% in the "Very Practical" category. This means that all 25 Scout members stated that the barcode-based "Scoutlink" Digital English Book For Indonesian Scouting was easy to use. Based on this data, we get an idea that the product being developed is very practical. The description of the trial based on the responses to the needs analysis instrument is depicted in the following diagram:

Analysis of trial data was obtained from the instrument needs analysis form which was distributed to 25 scout members. Product assessment is based on the needs analysis form instrument that has been filled in by respondents and then analyzed to determine the level of success of the product being developed. The scoring technique used uses a Likert scale with the following analysis steps:

a) Item score

The Likert scale is used to provide a score on the form provided, which is as follows:

Score	Criteria
4	Strongly Agree
3	Agree
2	No Agree
1	Strongly Disagree

Table 3.2 Test Answer Scoring Criteria

Based on this scale reference, the total score of all the indicators in the needs analysis instrument form items is then added up.

b) Percentage of product trial analysis

The analysis used uses the following percentage values:

$$\text{Score} = \frac{\text{Total score obtained}}{\text{maximum score}} \times 100\%$$

After obtaining the percentage value, grouping is then carried out according to the criteria with reference to the following table:

Presentage (%)	Criteria
0-20	Not practical
21-40	Not practical
41-60	Quite practical
61-80	practical
81-100	Very practical

Table 4.1 Product Trial Criteria

c. Effectiveness Test

In the effectiveness test, the score value of the needs analysis instrument form distributed to respondents (25 scout members) was looked at, then analyzed by calculating the percentage of item scores for each answer to each question in the form. To determine this percentage, you can use the following formula:⁶⁹

$$p = \frac{\sum x}{\sum x_1} \times 100\%$$

Information:

P : Eligibility percentage

$\sum x$: Total score of answers

$\sum x_1$: The total number of instrument scores

Furthermore, in giving meaning and making decisions, use the following criteria:

Presentage (%)	Effectiveness level
80-100	Effective
60-79	Effective enough
40-59	Less effective
0-39	Ineffective

Table 3.3 Percentage of Product Effectiveness Level

⁶⁹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif R&D*, (Bandung: Alfabeta, 2010),

From the results of the effectiveness test form filled in by 25 scout members, the following percentages were obtained:

Of the 25 respondents, each had a score in the 100% category. Based on this, it can be concluded that the instructional design product developed is "effective".



Picture 3.2 Effectiveness Test (SCAN BARCODE)

d. Implementation

After all the training processes ended, the researcher took consultation steps with the head of the regional level scouting education and training center in South Sulawesi to find out his response to the product that the researcher had prepared. The results of the consultation that the researchers got from Dr. H. Budiman Tahir, M.Pd. as KAPUSDIKLATDA regarding this product is very positive. In this product there is a lot of English vocabulary that suits the needs of scout members. This is supported by the statement of Dr. H. Budiman Tahir, M.Pd. as follows:

“Scoutlink” Digital English Book For Indonesian Scouting, written by Yulia Savhika's sister, S., is a unique written work, both in its representation of

general scientific work and in the Scout Movement in particular. This article is interesting to use as training material for Scoutmasters and Scoutmasters of course, from Alert, Raider, Enforcer, even to Pandega. A vocabulary of English language scouting terms is contained in this article. Even though scouting terms are already found in the international arena, the basic metaphors for scouting in Indonesia are actually more numerous. And the basic metaphor of scouting is explained in this article not in terms of meaning but in terminology. Hopefully this paper will trigger the enthusiasm of young Scouts to practice, including scout leaders to train younger Scouts in their respective front groups".⁷⁰

c. Final Analysis (Post-Test)

After the product was used, the researcher distributed a quick assesment (post-test) which was used to measure how good the product quality was and how well the Scout members understood the contents of the product produced.

Through barcodes:



Picture 3.3 Final Analysis (SCAN BARCODE)

B. Discussion

Ahmad Izzan and Mahfuddin (2014) explain the reasons why it is important to master English, the essence of which is: 1. English is the language most often used by speakers throughout the world. 2. Mastering English can increase "value" and a career that will be more appreciated in the international world of

⁷⁰ Budiman Tahir, 'Kepala Pusat Pendidikan Dan Pelatihan Kepramukaan Tingkat Daerah Sulawesi Selatan, Konsultasi Tanggal 3 Oktober', 2023, 1.

work. 3. English is an international language used in communication. 4. All gadgets and technological tools are equipped with English as the language of instruction to provide instructions for their users. 5. Many learning resources, both in the form of books and internet media, use English.

Also stated by Kardimin (2011), learning English is like opening a window to the world to enter a new, wider world, namely the "global village". When the language has been mastered, it doesn't feel like you are in a world that is very different from the world before. This indicates that English has added value to anyone who masters it. Apart from being the language of instruction in daily interactions in western countries, this language is also used for communication purposes.⁷¹

Efforts that must be taken for someone to master English for communication purposes include: having self-awareness about the importance of mastering English, concentrating on studying English in depth, collaborating with other people in learning English, being patient in learning English, taking part in education or English training, installing an English dictionary application on your cellphone, listening to songs or watching videos that use English. Participate in international organization forum activities, join online learning forums, and hunt for free English learning blog sites. Why are digital books so popular? Because digital books contain text and images that can be published in electronic form which can be accessed via software. This book is usually

⁷¹ Muslikhah Dwihartanti and Nur Nur Faizah, 'Pentingnya Penguasaan Bahasa Inggris Bagi Pelaksanaan Tugas Rutin Sekretaris.', *Efisiensi - Kajian Ilmu Administrasi*, 15.1 (2019), 28–35 <<https://doi.org/10.21831/efisiensi.v15i1.24483>>.

referred to as an e-book, which stands for electronic book. There are two types of digital books, namely books in the form of PDF files and audio books. Books in PDF file form contain writing that reads like a book in general. Meanwhile, books in audio form are books that are read by other people and we can listen to them, the model of this book is similar to a podcast. The purpose of this digital book is as a medium for distributing information and learning. Apart from that, it has several other goals, such as making it easier to access books and increasing the appeal of books among the current generation of students. Not only that, the format has been simplified to become a digital book so that someone can read it anytime and anywhere. With this digital book, it is hoped that an increase in literacy culture can occur. Literacy culture is still relatively low, this condition is because students prefer trendy social media. Interaction digital books are one type of digital book creation. This book development includes text, photos, audio, video and flash films all packaged in one file. The use of interactive digital books that can be read on a computer can be an alternative learning method for both theoretical knowledge and cognitive growth, as well as the acquisition of practical skills. The existence of interactive digital books is an innovation in the world of education. Where students can use the book to study independently. Technological developments in this era are expected to improve the quality of education in Indonesia. maximum use of technology in education, such as e-school, e-learning, online learning, virtual learning, web based learning, digital books and so on.

Mohammad Laiyin Nento as national mainstay/secretary of the foreign commission who is also a member of WOSM/Asia Pacific regional educational method sub-committee and WOSM consultant team, said that:

"Appreciation to Sis Yulia Savhika as the writer/researcher who has created this work, with the existence of "Scoutlink" Digital English Book For Indonesian Scouting" this is certainly very useful and very helpful for scout members. Previously similar work was also made by Sis Husti comes from North Sumatra, but the difference is, his work is only intended for North Sumatra Scout members who at that time will be preparing to take part in the World Jamboree in Korea a few months ago. In fact, the National Quarter has a program to make a scout dictionary or pocket book. English vocabulary (scouting words) are similar but have not yet been implemented. So the presence of the work of Yulia Savhika's sister (Rover Scout Council of Palopo City) has helped us at the National Quarter very much. The Scout Movement is the biggest educational movement in the world, not just a an ordinary organization, not a youth organization, a social organization, not a mass organization but rather an educational organization that focuses on 4 main areas, namely character, skills and nationality (nationalism/love for the homeland and defending the country) and the environment which refers to the ad art of the scout movement. The UN (PBB) acknowledges that currently SCOUTS is the biggest contributor to efforts to achieve the SDGs. The Indonesian scout movement currently has more than 25 million members and more than 57 million scout members worldwide. As an organization that has the largest number of members in the world, the contribution, participation and cooperation between the Indonesian Scout Movement and the international world must be stronger. The ability to speak English is not enough, but scout members must be able to understand international scouting terms, because in Indonesia many scouting terms use terms that sometimes have a philosophical meaning, for example, Alert Party (Pesta Siaga), lay people certainly understand the word feast and the meaning of the word alert. But the Alert Party (Pesta Siaga) is a term for major scout activities. What is most significant is the term Scout Leader which is interpreted in English as scout leader/scout master but many Indonesian Scoutmasters were confused. When they were at the world jamboree yesterday in Korea, with the term Leader. When they are patrol leader, in terms of terms we understand it as squad leader, but in terms of leader means coach (adult). The big context is that the transfer of scouting language terms cannot be done solely textually but must be contextual, because most of the words in scouting in English have become terminology that is generally understood by scouts throughout the world. Once again, this book will be very useful for scouts who will take part in international activities."⁷²

⁷² Mohammad Laiyin Nento, 'Andalan Nasional/Sekretaris Komisi Luar Negeri Yang Juga Merupakan Member of WOSM/Asia Pacific Regional Educational Method Sub-Committee and WOSM Consultant Team, Konsultasi Tanggal 29 September 2023.', September, 2023, 1.

Mursaha, S.E., M.E, as chairman of the Rover Scout Council of South Sulawesi said that:

“The scout movement is a forum for non-formal education which has a very strategic position in building the character of young people and of course also as a forum for youth, so that in their position the coaches are expected to be able to create innovation in the process of coaching members of the scout movement.

The presence of a digital book which contains scouting vocabulary in English is certainly very helpful for members of the scout movement. This is an extraordinary breakthrough and innovation because in this digital era young people are of course required to be more active in mastering digital, even in their learning methods. Apart from that, young people are also required to master a foreign language, especially English, so that the existence of this digital English Vocabulary book for scouting is really needed by members of the scout movement, apart from being needed in the process of improving the quality of self-development, it is also a preparation material for members of the scout movement in facing global and special challenges in scouting activities as a means of learning to prepare oneself for international scouting activities because remembering that there are so many international scouting agendas and it requires special preparation in following them, especially in mastering the English language.

As chairman of the Rover Scout council of South Sulawesi, of course we really appreciate the publication of this digital book, English vocal bulletin for scouting, because it is really needed, especially for us in the South Sulawesi scout movement, which is famous for its active scouting activities and the very high attention of scout members in participating in scouting activities both nationally and internationally. And of course we are also very grateful to Yulia Savhika as the author who designed this work and made it into a very extraordinary innovation and of course its usefulness is also extraordinary, not only in South Sulawesi Scouts but also in Scouts throughout Indonesia."⁷³

Dr. Muhaemin, MA, as Postgraduate Director of IAIN Palopo, which is the mainstay of the Palopo City KWARCAB Scout Movement Branch, said that:

Scout members are spread throughout the world. This requires communication tools, especially English as the most widely used language in the world. The work of Ms. Yulia Savhika S (Postgraduate Student of the English Language Education Study Program at IAIN Palopo) in the form of a digital dictionary containing English vocabulary in the field of Scouting is worthy of appreciation. Firstly, this is really needed to improve the English language skills of scout members. Second, this media is easy to access (scan barcodes) so it can be accessed by many parties.

⁷³ Mursaha, ‘Ketua Dewan Kerja Daerah Sulawesi-Selatan, Konsultasi Tanggal 30 September 2023.’, September, 2023, 1.

Third, the contents of this digital dictionary include various scouting activities both indoors and outdoors. We as the Postgraduate Director of IAIN Palopo and also as the Mainstay of the Kwarcab Palopo Branch welcome this work and give high appreciation.⁷⁴

The results of the analysis obtained by the researcher, in the initial conditions of the analysis, the researcher obtained information that "Scoutlink" Digital English Book For Indonesian Scouting must be developed so that scout members have sources of information that are easy to access and whose contents are in accordance with the needs of scout members. . The impact of a lack of insight into English vocabulary which is often used in scouting activities is because there is no valid basic reference.

Data that has been obtained from the responses of 25 scout members from 15 different regions proves that scout members like the application of the products developed by researchers. This product makes scout members understand more scouting terms in English.

Based on this explanation, "Scoutlink" Digital English Book For Indonesian Scouting. One useful source of information for scout members who are interested in developing their knowledge of English vocabulary. Therefore, researchers need to develop this product as a trigger for enthusiasm for scout members.

⁷⁴ Dr. Muhaemin MA, 'Direktur Pascasarjana IAIN Palopo, Konsultasi Tanggal 7 Oktober', 2023, 1.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion in the previous chapter. So the researcher can conclude the results of the research that the researcher made from the thesis title "Scoutlink" Digital English Book For Indonesian Scouting.

1. Based on the results of the needs analysis instrument, this 100% "Scoutlink" Digital English Book For Indonesian Scouting, if developed, will be very useful for Scout Members who will present the vocabulary used in scouting activities and daily life. The data obtained from the needs analysis instrument shows that 96% of Scout members think that it would be very easy if the "Scoutlink" Digital English Book For Indonesian Scouting could be accessed via barcodes and 92% want this product to be designed with scouting elements and 100% wants this product to be developed so that it can be used by scout members.
2. In designing the product "Scoutlink" Digital English Book For Indonesian Scouting, it started from analyzing the needs of scout members in developing English vocabulary in the scouting context, then designed according to the stages, definition stage, testing stage on scout members after it was developed according to the needs of the method used. The product was then developed so that it could be used by scout members as a guide and source of information.
3. Next, validation is carried out in order to determine the feasibility level of the product that has been created by the researcher so that it will then be developed

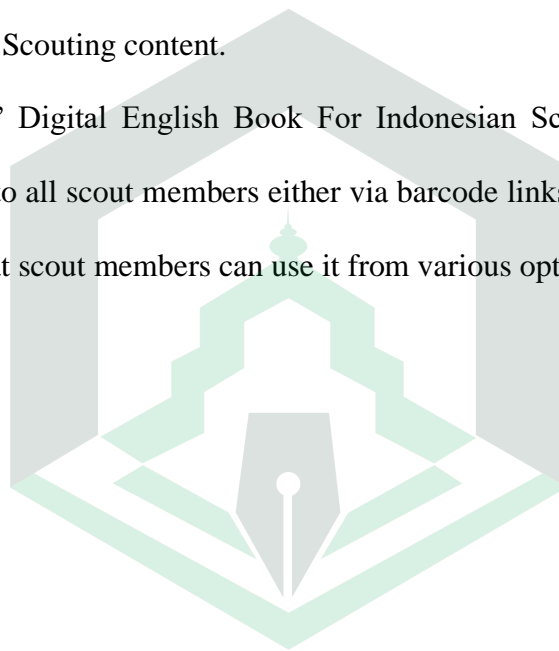
and implemented. The product first goes through a validation stage by several experts including material experts, curriculum experts, language experts and design experts. After carrying out the validation stage by several experts, the product is then developed and ready to be tested on scout members.

4. The level of trial of this product is based on the results of the trial of the "Scoutlink" Digital English Book For Indonesian Scouting based on barcodes. This was carried out by distributing a needs analysis instrument to determine the response of 25 scout members who had previously taken samples of their initial needs. Data from the trial results are in the interval 81% - 100% with a score of 81% in the "Very Practical" category. This means that all 25 Scout members stated that the barcode-based "Scoutlink" Digital English Book For Indonesian Scouting was easy to use. Based on this data, we get an idea that the product being developed is very practical.
5. From the results of the effectiveness test form filled in by 25 scout members and it was obtained that the percentage of 25 respondents each had a score in the 100% category. Based on this, it can be concluded that the instructional design product developed is "effective".

B. Suggestion

Based on the research results, discussion analysis and conclusions, several suggestions can be put forward as follows:

1. "Scoutlink" Digital English Book For Indonesian Scouting can be developed by researchers continuously in different variations.
2. The language used in this product must use easy language so that readers can better understand the content of the "Scoutlink" Digital English Book For Indonesian Scouting content.
3. "Scoutlink" Digital English Book For Indonesian Scouting must be easily accessible to all scout members either via barcode links or printed as a pocket book so that scout members can use it from various options.



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APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PASCASARJANA**

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Nomor : B-¹⁹⁴...../In.19/DP/PP.00.9/BLN/THN
Lamp. : 1 (satu) Exp. Proposal
Hal : *Rekomendasi Izin Penelitian*

Palopo, 13 April 2023

Kepada:

Yth. : Ka. KWARCAB Gerakan Pramuka Kota Palopo

Di : Kota Palopo

Assalamu 'Alaikum Wr. Wb.

Disampaikan dengan hormat bahwa mahasiswa, sebagai berikut:

Nama : Yulia Savhika S.
Tempat/Tanggal Lahir : Palopo, 24 Juli 1997
NIM : 2205040008
Semester : 3
Tahun Akademik : 2023
Alamat : Jalan Sungai Pareman II No.15

akan melaksanakan penelitian dalam rangka penulisan tesis magister dengan judul "Scoutlink Digital English Vocabulary Book Development For Indonesia Scout Movement Organization Members".

Sehubungan dengan hal tersebut di atas, dimohon kiranya dapat diizinkan melakukan penelitian guna kelancaran pengumpulan data penelitian tersebut.

Demikian disampaikan, atas perhatian dan kerjasamanya dihaturkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.

Mengetahui,
a.n. Direktur,

Dr. Edhy Rustan., M.Pd
NIP. 198408172009011018



GERAKAN PRAMUKA KWARTIR CABANG KOTA PALOPO

Jalan Andi Hamid Opu Onang No. 1 Kota Palopo - 91911

Email : kwarcabpalopo@gmail.com



Palopo, 17 April 2023

Nomor : 019/2123-A
Lampiran : 1 Lembar
Perihal : Izin Penelitian

Kepada Yth,
Direktur Pascasarjana IAIN Palopo
Di,
Tempat

Salam Pramuka,

Sehubungan dengan surat dari Direktur Pascasarjana IAIN Palopo Nomor: B-194/In.19/DP/PP.00.9/BLN/THN, Tanggal 13 April 2023 tentang Rekomendasi Izin Penelitian kepada mahasiswa :

Nama : Yulia Savhika S., S.Pd.
Tempat, Tgl Lahir : Palopo, 24 Juli 1997
NIM : 2205040008
Program Studi : Pascasarjana (S2) Pendidikan Bahasa Inggris
Judul Penelitian : "Scoutlink Digital Vocabulary Book Development For Indonesia Scout Movement Organization Members"

Dengan ini Kwartir Cabang Gerakan Pramuka Kota Palopo menyampaikan beberapa hal sebagai berikut:

1. Memberikan izin dan mendukung penuh penelitian yang akan dilakukan dengan harapan penelitian yang dilakukan memberikan manfaat bagi Gerakan Pramuka;
2. Mahasiswa yang melakukan penelitian diharapkan agar selalu berkoordinasi dan juga memberikan hasil akhir penelitiannya kepada Kwartir Cabang Gerakan Pramuka Kota Palopo

Demikian surat ini disampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Kwartir Cabang Gerakan Pramuka
Kota Palopo
Sekretaris,



Tembusan kepada Yth:

1. Ketua Kwarnas Gerakan Pramuka di Jakarta
2. Ketua Kwarda Sulawesi Selatan di Makassar
3. Walikota Palopo selaku Ketua Mabicab di Palopo
4. Rektor IAIN Palopo di Palopo
5. Peringgal



GERAKAN PRAMUKA KWARTIR CABANG KOTA PALOPO

Jalan Andi Hamid Opu Onang No. 1 Kota Palopo - 91911

Email : kwarcabpalopo@gmail.com



SURAT KETERANGAN

Nomor : 050/2123-A

Yang bertandatangan dibawah ini :

Nama : MURSALIM, S.Ag., M.Pd.
Jabatan : Sekretaris Kwarcab Kota Palopo

Dengan ini menerangkan bahwa :

Nama : Yulia Savhika S., S.Pd.
Tempat, Tgl Lahir : Palopo, 24 Juli 1997
NIM : 2205040008
Perguruan Tinggi : IAIN PALOPO
Program Studi : Pascasarjana (S2) Pendidikan Bahasa Inggris

TELAH MELAKUKAN PENELITIAN terhadap anggota Pramuka di Kota Palopo pada bulan Mei sampai dengan bulan Juli tahun 2023 dengan judul penelitian "Scoutlink Digital Vocabulary Book Development For Indonesia Scout Movement Organization Members".

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 6 Oktober 2023

Kwartir Cabang Gerakan Pramuka

Kota Palopo
Sekretaris,

GERAKAN PRAMUKA
KOTA PALOPO
Mursalim, S.Ag., M.Pd.

Tembusan kepada Yth:

1. Ketua Kwarnas Gerakan Pramuka di Jakarta
2. Ketua Kwarda Sulawesi Selatan di Makassar
3. Pj. Walikota Palopo selaku Ketua Mabicab di Palopo
4. Rektor IAIN Palopo di Palopo
5. Peninggal

LEMBAR VALIDASI PRODUK PENGEMBANGAN
"Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout
Movement Organization Members."

Nama Validator : Mohammad Laiyin Nento

Jabatan : 1. Sekjen/Andalan Nasional Komisi Luar Negeri Kwartir Nasional Gerakan Pramuka
 2. Member of WOSM (World Organization Scout Movement)/Asia Pacific
 Regional Educational Method Sub-Committee.

Alamat : DKI Jakarta

Nomor Hp 081318667816

I. Tujuan

Dalam rangka menyusun Thesis dengan judul **"Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout Movement Organization Members**". Oleh Yulia Savhika S. : 22.0504.0008 Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Palopo. Untuk itu, peneliti meminta Kakak memberikan penilaian terhadap Product yang dikembangkan tersebut. Tujuan penggunaan product ini untuk mengukur kevalidan oleh para validator.

II. Petunjuk

- a. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom untuk masing-masing aspek.
- b. Penilaian selanjutnya menggunakan rentang penilaian sebagai berikut:
 - Angka 1 berarti " Tidak Valid"
 - Angka 2 berarti " Kurang Valid"
 - Angka 3 berarti " Cukup Valid"
 - Angka 4 berarti " Valid "
- c. Selain memberikan penilaian, Bapak/Ibu dapat memberikan komentar/koreksi pada lembar instrumen.

III. Penilaian Kelayakan

No.	Aspek yang di nilai	Nilai			
		1	2	3	4
A.	Format				
	1. Judul meliputi Nama Produk dan Organisasi.				✓
	2. Kosa kata Kepramukaan (Untuk Anggota Pramuka yang digunakan sesuai dengan tujuan.			✓	
	3. Penggunaan huruf yang sesuai				✓
B.	Isi				

	1. Materi yang dimasukkan sesuai dengantujuannya 2. Materi sesuai dengan kompetensi dasar 3. Produk yang dirancang mampu mengukur ketercapaian pengembangan			✓	✓
C.	Bahasa				
	1. Menggunakan bahasa Inggris-Indonesia yang baik dan benar 2. Kalimat yang digunakan sederhana dan mudah dipahami				✓ ✓

II. Komentar/Saran

1. Buku ini sangat bermanfaat, buat aja jadi model buku saku. Minta kwartir daerah sulselatau kwartir cabang kota palopo agar difasilitasi untuk dicetak
2. Konteks besarnya bahwa alih Bahasa istilah Bahasa kepramukaan tidak bisa semata-mata dilakukan secara tekstual tapi harus kontekstual, karena Sebagian besar kata dalam kepramukaan yang berbahasa inggris sudah menjadi terminology yang dipahami secara umum oleh pramuka di seluruh dunia.

III. Penilaian Umum :

Instrumen ini :

- a. Dapat digunakan dengan tanpa revisi.
- b.** Dapat digunakan dengan revisi kecil.
- c. Dapat digunakan dengan revisi besar.
- d. Belum dapat digunakan dan memerlukan konsultasi.

Jakarta, 29 September 2023

Validator



Mohammad Laiyin Nento

LEMBAR VALIDASI PRODUK PENGEMBANGAN
"Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout
Movement Organization Members."

Nama Validator : Dr. H. Budiman Tahir, M.Pd
Jabatan : Widyaiswara, Pengembang Kurikulum
Alamat : Makassar
Nomor Hp : 081342471902

I. Tujuan

Dalam rangka menyusun Thesis dengan judul "Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout Movement Organization Members". Oleh Yulia Savhika S. : 22.0504.0008 Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Palopo. Untuk itu, peneliti meminta Kakak memberikan penilaian terhadap Product yang dikembangkan tersebut. Tujuan penggunaan product ini untuk mengukur kevalidan oleh para validator.

I. Petunjuk

- a. Penilaian di lakukan dengan memberikan tanda centang (√) pada kolom untuk masing-masing aspek.
- b. Penilaian selanjutnya menggunakan rentang penilaian sebagai berikut:
 - Angka 1 berarti " Tidak Valid"
 - Angka 2 berarti " Kurang Valid"
 - Angka 3 berarti " Cukup Valid"
 - Angka 4 berarti " Valid "
- c. Selain memberikan penilaian, Bapak dapat memberikan komentar/koreksi pada lembar instrumen.

II. Penilaian Kelayakan

	Uraian	Penilaian				Koreksian
		1	2	3	4	
Kesesuaian dengan kurikulum Kepramukaan	Aspek yang dinilai					
	1. Kesesuaian materi dengan kompetensi dasar.				✓	
	2. Kesesuaian materi dengan standar kompetensi				✓	

	3. Kesesuaian materi dengan indikator				✓
Kevalidan Materi Pengembangan Product	1. Materi mudah dipahami				✓
	2. Kesesuaian kosakata kepramukaan				✓
	3. Kejelasan uraian kosakata				✓

III. Catatan / Saran

Validasi komete dan Validasi konten adalah kemiscayaan dari pusat penelitian kualitatif, Pasikem dan terapha!

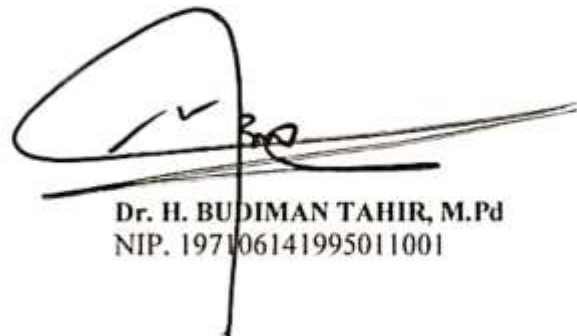
IV. Penilaian Umum :

Instrumen ini :

- Dapat digunakan dengan tanpa revisi.
- Dapat digunakan dengan revisi kecil.
- Dapat digunakan dengan revisi besar.
- Belum dapat digunakan dan memerlukan konsultasi.

Makassar, 3 Oktober 2023

Validator,



Dr. H. BUDIMAN TAHIR, M.Pd
NIP. 197106141995011001

LEMBAR VALIDASI PRODUK PENGEMBANGAN
"Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout
Movement Organization Members."

Nama Validator : Dewi Furwana, S.Pd., M.Pd
Jabatan : Dosen/Sekretaris Prodi Tadris Bahasa Inggris Pascasarjana
Alamat : Palopo
Nomor Hp : 081242707997

I. Tujuan

Dalam rangka menyusun Thesis dengan judul "Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout Movement Organization Members". Oleh Yulia Savhika S. : 22.0504.0008 Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Palopo. Untuk itu, peneliti meminta Bapak/Ibu memberikan penilaian terhadap Product yang dikembangkan tersebut. Tujuan penggunaan product ini untuk mengukur kevalidan oleh para validator.

II. Petunjuk

- a. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom untuk masing-masing aspek.
- b. Penilaian selanjutnya menggunakan rentang penilaian sebagai berikut:
 - Angka 1 berarti " Tidak Valid"
 - Angka 2 berarti " Kurang Valid"
 - Angka 3 berarti " Cukup Valid"
 - Angka 4 berarti " Valid "
- c. Selain memberikan penilaian, Bapak/Ibu dapat memberikan komentar/koreksi pada lembar instrumen.

III. Penilaian Kelayakan

	Uraian	Skala Penilaian			
		1	2	3	4
Kevalidan Bahasa	1. Penomoran jelas				✓
	2. Materi mudah dipahami				✓
	3. Menggunakan bahasa yang komunikasi dan struktur kalimat yang sederhana.			✓	
	4. Menggunakan bahasa yang baik dan benar.				✓
	5. Menggunakan tulisan, ejaan dan tanda baca sesuai			✓	
	6. Menggunakan istilah yang tepat sehingga mudah dipahami				✓
	7. Menggunakan arahan dan petunjuk yang jelas sehingga tidak menimbulkan penafsiran ganda				✓

IV. Komenta/Saran

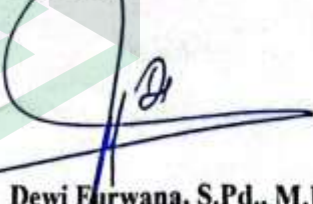
Ukuran kertas baiknya sesuai dgn ukuran buku saku,
dari segi bahasa sudah sesuai dan Layak digunakan.

V. Penilaian Umum :

Instrumen ini :

- a. Dapat digunakan dengan tanpa revisi.
- b. Dapat digunakan dengan revisi kecil.
- c. Dapat digunakan dengan revisi besar.
- d. Belum dapat digunakan dan memerlukan konsultasi.

Palopo, 1 Oktober 2023
validator


Dewi Furwana, S.Pd., M.Pd
NIP. 19870831 2015 03 2 006

DOCUMENTATION



(DOCUMENTATION OF PALOPO CITY SCOUT MEMBERS)



(DOCUMENTATION OF GOWA SCOUTS)



(MAKASSAR CITY SCOUT DOCUMENTATION)



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN **PROGRAM**
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Jl. Agatis, Balandai, Telp. 0471-22076 Fax. 0471-325195 Kota Palopo

No : 43/In.19/IDEAS/X/2023

Palopo, 11 Oktober 2023

Hal : Letter of Acceptance (LoA) / Penerimaan Artikel

Kepada Yth.

Yulia Savikha S¹, Masruddin², Jufriadi³
 yulia_2205040008@iainpalopo.ac.id
^{1,2,3} Institut Agama Islam Negeri Palopo

Di
 Tempat

Assalamu'alaikum Warahmatullaahi Wabarakaatuh

Dengan hormat kami sampaikan bahwa tim redaktur telah menerima artikel yang berjudul "The Need Analysis Of Indonesia Scouting Members On English Vocabulary" dan dinyatakan layak diterbitkan pada jurnal ideas edisi Oktober 2023, Volume 11 nomor 2. Demikian penyampaian ini, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullaahi Wabarakaatuh

Tim Redaksi



Masruddin

Dr. Masruddin., SS., M.Hum.
 NIP. 19800613 200501 1 005

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BIOGRAPHY



YULIA SAVHIKA.S, Born in Palopo City on July 24 1997, the author is the 1st of 3 children of Muhammad Samsu and Jumrah, S.Pd. The author lives in Palopo City, Sabbamparu Village, North Wara District, South Sulawesi, Indonesia. The author began formal education at SDN 252 Batupasi in 2003 and graduated in 2008, in the same year the author continued his education at SMPN 2 Palopo and graduated in 2011. After graduating from junior high school, the author continued his education at SMKN 1 Palopo, majoring in Tourism in 2011 and graduated in 2014.

In the same year, the author was registered as a student at Cokroaminoto Palopo University, Faculty of Teacher Training and Education, English Language Education Study Program and graduated in 2019. The author was also active in the world of movements and organizations, in the world of movements, the author was an active member of the Islamic Student Association (HMI). Meanwhile, the author has gained organizational experience from the Scout Movement since Elementary school (Siaga), Junior high school (Pengalang), Vocational school (Penegak), Tertiary institution (Pandega) and is currently serving as Chair of the Palopo City Branch Working Council (DKC) for the 2019-2024 period. The author has also been the head of the UNCP student choir (PSM) in 2018-2019, member of the S2UCP music division (Art Studio, Cokroaminoto Palopo University), Planning Generation Forum (GENRE) Palopo City, Ilagaligo Organizer, Srikandi Pemuda Pancasila Palopo City, PSP Bigfams and Agatsa Production. Currently, active as a non-ASN teacher at SMPN 2 Palopo from 2018 until now.

With perseverance, high motivation to continue learning and trying, with the permission of Allah SWT, the author continues his master's education at the Palopo State Islamic Institute with the English Language Education study program. At the end of the study, the author wrote a thesis with the title ""Scoutlink" Digital English Vocabulary Book Development For Indonesian Scout Movement Organization Members". Hopefully all the achievements and knowledge gained can provide benefits to religion, nation and state.