

Analysis of Validation Results on the Development of Journalistic Innovation Modules in Higher Education



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ABSTRACT: Journalism is a superior product of the changing times in terms of news. In it there are various news that are witnesses to the progress of human civilization. Along with its development, journalistic products have become more and more varied. Not only print media, but also in the form of audio and video, as well as live broadcasts. Therefore, journalism is a science that must be developed and inherited from generation to generation. Based on this description, this study aims to develop an innovative module used in the journalistic learning process. The module is developed with innovations that are adapted to conditions and situations in the field based on needs. This research uses the research and development (R&D) method. The research was carried out by involving students with the provisions of majors/study programs that conduct journalism learning. The development of this module is carried out as a form of caring for and 'developing' journalistic science so that it is easier to practice and learn, both in the classroom and outside the classroom with a learning process that refers to the update of the material and innovations presented.

KEYWORDS: journalism, innovation, module development.

I. INTRODUCTION

Journalism is a product produced by humans that witness the changing times. Journalism is the process of documenting an event that contains information that is useful in people's lives. Journalism is the collection of news materials (reporting), event reporting (reporting), news writing (writing), editing news manuscripts (editing), and presenting or disseminating news (publishing/broadcasting) through the media (Mustofa and Irodadi, 2022). The above definition of journalism as stated by Roland E. Wolseley in the book *Understanding Magazines* (1969) journalism is the collection, writing, interpretation, processing, and dissemination of general information, observer opinions, general entertainment in a systematic and reliable manner to be published in newspapers, magazines, and broadcast.

Along with the development of the era, various journalistic products have emerged that are also portraits of human development from civilization to civilization. The results of this process can be found in various journalistic products, ranging from writing, oral, a combination of both, and audio and video forms that are concocted as the latest journalistic products.

Through journalistic reporting, journalists can continue to explore in regional, national, and even international news. Call it journalists or journalists such as Najwa Shihab, Aiman Wicaksono, or several veteran journalists who have now worked or worked in other fields such as Seno Gumira Ajidarma who is also a writer and academic and Sujiwo Tejo who is also a cultural expert. It proves that journalism can make a person develop and develop himself.

However, in its development, journalism also develops in models or forms that are considered bad or undeserved. It seems to be the case with news that contains false or deceptive news and has an impact on unity and unity (hoaxes). The fake news is one example of illegal attempts using information technology that are rampant through social media and unbelievable news (Firmansyah, 2017).

In addition to the rampant spread of fake news through the news, this improper development is also manifested through unbelievable forms of journalism such as the emergence of many news portals whose actions are unclear. Kovach and Rosentiel (2001) said that the main virtue of journalism is to convey the information that society needs. In this approach, journalists, producers, or media managers, must be critical and careful in selecting or sorting out the news, as well as the message that they want to convey through the news. News or messages that are not important and useful to the community do not need to be raised (Suciati and Fauziah, 2020). However, in reality, news and news in Indonesia are not as ideal.

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Journalists are often labeled as working as they please, sometimes they ignore journalistic ethics and violate legal norms and values that apply in society (Yusup, 2020). So, on the one hand, journalism is experiencing rapid development with a variety of products and variants that are increasingly interesting, journalism is also experiencing ups and downs in the quality of its products.

The changes and developments in journalism must be well studied for the nation's young generation, so that later journalism and its products can continue to develop rapidly, but also by prioritizing quality, not just quantity. Various ways can be taken in introducing the younger generation in writing news as a good and useful journalistic product. Starting from training or workshops, the implementation of seminars both nationally and internationally by presenting speakers in accordance with their expertise, and in the preparation or preparation of books/modules containing related themes, 'learning journalism'.

These efforts are a form of process in regenerating the nation's next generation in maintaining the process and results of quality journalism. The implementation of these various activities aims to train language skills for the younger generation related to improving journalistic skills later. Skills such as reading, listening, speaking, and writing so that later prospective journalists can optimize these abilities to 'concoct' a quality and useful journalistic product.

These four language skills are interrelated with the implementation process behind the realization of a good and quality news. For example, the ability to write, Writing means giving birth or expressing thoughts and feelings through a symbol (writing). Writing can also be the result of a person's thoughts or expressions conveyed by pouring them into a combination of language symbols. Writing Writing is an activity of expressing ideas through language media (Musaba & Siddik, 2017; Tarigan, 2008). The limitation of writing is very simple, just expressing ideas, ideas, or opinions in written language, regardless of whether the writing is easily understood by the reader (Nurgiyantoro, 2013; Semi, 2005). Therefore, writing is the key in determining the quality of a news that is broadcast to the public.

In the process of conveying information and receiving information, journalistic language has an important role in facilitating the understanding of the meaning of the information conveyed. In a media company, which is a news company that provides information about events that occur on a daily basis, news with good language must be done every day. With good language, the mass media can provide information that can be understood by the public (Anti, et al., 2020). A journalist who works for a media will provide information to the public, in conveying information, a journalist will pay attention to the writing that he wants to disseminate.

Therefore, it is necessary to prepare modules or guidelines that are made based on the conditions and situations of current students, so as to avoid writing news that is hoax and not credible so that later the journalistic products made will no longer show errors and violations of the journalistic code of ethics, news misappropriation, dissemination of objective facts, and produce good and useful news and journalistic products.

Based on the problems described above, the research conducted by the researcher has the limitations of criteria that have been determined so that it is contained in the title "Analysis of Validation Results for the Development of Journalistic Innovation Modules in Higher Education."

II. RESEARCH METHODS

This research uses research of the type of development (Research and Development or R&D). This research method is based on an adaptation of the procedure stated by Sugiyono (2016: 408) that the development method is used to produce certain products and test the effectiveness of their use. The same opinion was conveyed by Gall and Gall (2003:569) that development research is a process to develop a new product that can be accounted for and tested.

Sugiyono (2016:407) mentioned that the research and development procedure is divided into ten steps. The ten stages include (1) research information gathering, (2) planning, (3) develop preliminary from product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation.

Meanwhile, the research and development steps were mentioned by Sugiyono (2016: 408) into the following stages: (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trials, (7) product revision, (8) usage trials, (9) product revisions, (10) mass production.

After the product is designed and made into a prototype, the next stage is product validation by validators (experts in drafting teaching materials and journalistic experts). The expert validators referred to in this study are experts who are already competent in the field of making teaching materials for journalistic innovation. The expert validators who will be involved in this study are 3 people, the first validator is Dr. Heru Kurniawaan, M.A., he is a lecturer and researcher from UIN Prof. K.H. Saifuddin Zuhri who is the author of the textbook. The second validator is Edi Romadhon who is also a senior journalist at the People's Sovereignty daily. The third validator involved is Bayu Suta Wardianto, M.Pd., a lecturer in creative writing and journalism at UIN Prof. K.H. Saifuddin Zuhri Purwokerto who will later be involved in the process of digging research data.

III. RESULTS AND DISCUSSION

The results and research found in this study explain several aspects of the discussion, namely (1) the results of the prototype validation test by expert validators (experts related to teaching materials), (2) the results of the prototype test by practitioners

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(lecturers teaching writing and journalism courses), and (3) the advantages and disadvantages of the teaching material products made.

After compiling a prototype of the journalistic innovation module in higher education, the next step taken by the researcher is to validate the teaching materials made. Prototype validation of the teaching materials includes aspects of the presentation of the material, content (material), language, and graphics or appearance of the teaching materials made. The results of the assessment of experts and practitioners then became a consideration to make improvements from the journalistic learning materials developed. In conducting validation, the standard for giving predicates on the number of scores that will later be given by validators uses research predicates according to Kosasih (2014: 135) which are described as follows.

Table 1. Assessment Predicate Guidelines

Predicate	Value
Very good	80 – 100
Good	70 – 79
Enough	60 – 69
Less	< 60

In the validation column carried out in the questionnaire used, there is a scoring with calculation values ranging from 1, 2, 3, and 4. In the score calculation, 1 = less, 2 = enough, 3 = good, and 4 = very good.

Very good ← → Not good

✓ 4	3	2	1
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Then to calculate the average score on the validation score, the researcher uses the following formula:

$$\frac{\text{Skor Perolehan}}{\text{Skor Total}} \times 100$$

For example, in obtaining six indicator scores in the validation results carried out, indicators one to five get a score of 4, while in indicator six get a score of 3, then the calculation is as follows,

$$\frac{23}{24} \times 100 = 95,8$$

Therefore, from the calculation of the validation acquisition above, it has an average value of 95.8. From the calculation, it is known that the value obtained is in the very good category. The results of the validation assessment from experts and practitioners will be presented in the table and description as follows.

A. Prototype Validation Test Results by Experts

The prototype testing stage of the journalism innovation module in higher education made and developed in this study involves two expert experts. The first expert involved was Dr. Heru Kurniawan, M.A., who is a lecturer and expert in teaching and learning materials from UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The second expert who was involved in testing the prototype of the journalism innovation module at this university was Edi Romadhon who is a lecturer in journalism courses at the University of Muhammadiyah Purwokerto and also an active journalist at the Yogyakarta People's Sovereignty Daily. From the two expert experts, the journalistic innovation module that is created and developed will be validated based on the content of the material (content) and also the presentation of the media, starting from the aspects of content, presentation, language and readability, and also the graphics or display of the teaching materials.

1. Results of Validation Test by Expert I

The validation of the prototype of the journalism innovation module in higher education by this expert expert includes four aspects, namely (1) the aspect of presenting the material, (2) the aspect of content or material, (3) the linguistic and readability aspect, and (4) the graphic or display aspect. The range of values given to each aspect assessed is 1 to 4 points. All of these points will be calculated according to the formula contained in the assessment guidelines according to table 1. In carrying out the validation stages of testing the prototype of the journalistic innovation module in student universities with expert lecturers I, validation requires

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one time or 1 stage, this can happen because the teaching materials that are made are considered to be quite feasible and meet the aspects of the teaching materials. The validation test carried out by involving expert lecturer I, is explained as follows.

a. a. Validation of Material Presentation Aspects

This aspect of presenting material has two (2) indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the student's understanding. An overview of the assessment from expert lecturers regarding the presentation of material in the journalistic innovation module, can be seen in the following table.

Table 2. Results of Expert Assessment of Aspects of Material Presentation

Indicators	Scores				Values
	1	2	3	4	
1. Suitability of the order of presentation of the material			✓		3
2. Suitability of presentation techniques with student understanding				✓	4
Average					87,5

From table 2, it can be seen that in the aspect of presentation there are two indicators that are the focus of the assessment. The first assessment is the suitability of the order in which the material is presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of suitability in the order of presentation of material is in the good category. The second assessment is the technical conformity of the presentation with the student's understanding. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of presentation techniques with student understanding is in the very good category.

Based on these two scores, it can be analyzed that in the assessment of the aspect of presenting the material of the journalistic innovation module in universities, students have an average of 87.5. From the results of the expert assessment, it can be concluded that the aspect of presenting the material in the teaching materials is included in the very good category.

b. Content Validation (Material)

In the validation of this content (material), there are six indicators that are the focus in submitting assessments by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of journalistic practice, (5) the suitability of the competency test, and (6) the suitability of student understanding with enrichment questions. To get an overview of the assessment of the content or material of the journalistic innovation module by expert validators, you can see the following table.

Table 3. Results of Expert Assessment of Content Aspects (Material)

Indicators	Scores				Values
	1	2	3	4	
1. The suitability of the title to the topic of discussion			✓		3
2. Completeness of materials				✓	4
3. The effectiveness of journalistic examples			✓		3
4. Effectiveness of journalistic practice			✓		3
5. Suitability of the competency test with the material presented			✓		3
6. Suitability of student understanding with enrichment questions				✓	4
Average					83,3

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From table 3 above, it can be seen that in the aspect of content or material, there are six indicators that are the focus of the assessment. The first assessment is the suitability of the title to the topic of discussion. The score obtained was 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of the title with the topic of discussion is in the good category. The second assessment is the completeness of the material. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of completeness of the material is in the very good category. The third assessment is the effectiveness of journalistic examples. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the effectiveness indicators of journalistic examples is in the good category. The fourth assessment is the effectiveness of journalistic practice. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the effectiveness of journalistic practice is in the good category. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the competency test suitability indicator with the material presented is in the good category. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of student understanding with enrichment questions is in the very good category.

Based on the six scores, it can be analyzed that in the assessment of the content or material aspects in the journalistic innovation module in universities, students have an average of 83.3. From the results of the expert assessment, it can be concluded that the content or material aspects in the teaching materials are included in the very good category.

c. Language and Readability Aspects

In this aspect of language and readability, there are five indicators that are the focus in submitting assessments by expert validators, namely (1) the language contained in the title, (2) the selection of vocabulary in the teaching materials, (3) the use of spelling in the teaching materials, (4) the suitability of the use of language to the cognitive development of students, and (5) the suitability of questions and explanations in the teaching materials with the level of student understanding. To get an overview of the assessment of the linguistic and readability aspects of the journalistic innovation module by expert validators, you can see the following table.

Table 4. Results of Expert Assessment on Language and Readability Aspects

Indicators	Scores				Values
	1	2	3	4	
1. The language contained in the title				✓	4
2. Selection of vocabulary in teaching materials				✓	4
3. Use of spelling in teaching materials				✓	4
4. Suitability of language use to students' cognitive development				✓	4
5. Suitability of questions and explanations in teaching materials with the level of student understanding			✓		3
Average					95

From table 4 above, it can be seen that in the aspects of language and readability, there are five indicators that are the focus of the assessment. The first assessment is the language found in the title. The score obtained was 4. The score obtained from the prototype testing of the journalistic innovation module in student universities in the linguistic indicators contained in the title is in the very good category. The second assessment is the selection of vocabulary in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the vocabulary selection indicator in teaching materials is in the very good category. The third assessment is the use of spelling in the teaching material. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the use of spelling in the teaching materials is in the very good category. The fourth assessment is the suitability of

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language use to students' cognitive development. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of suitability of language use to students' cognitive development is in the very good category. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of student understanding. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicators of suitability of questions and explanations in teaching materials with the level of student understanding is in the good category.

Based on the six scores, it can be analyzed that in the assessment of language and readability aspects in the journalistic innovation module in universities, students have an average of 95. From the results of the expert assessment, it can be concluded that the linguistic and readability aspects in the teaching materials are included in the very good category.

d. Graphics Aspects

In this graphic or display aspect, there are nine indicators, namely (1) the attractiveness of the title of the teaching material, (2) the creativity of the title of the teaching material, (3) the compatibility of the color, size, illustration, and layout of the illustration in the cover of the teaching material, (4) the suitability of the illustration with the topic of the material in the teaching material, (5) the color composition in the teaching material, (6) the selection of font and size in the teaching material, (7) the size of the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of the graphic aspect or appearance of the journalistic innovation module by the expert validator, you can see the following table.

Table 5. Results of Expert Assessment of Graphics or Display Aspects

Indicators	Scores				Values
	1	2	3	4	
1. The attractiveness of the title of the teaching material				✓	4
2. Creativity of teaching material titles			✓		3
3. Compatibility of colors, sizes, illustrations, and illustration layouts in teaching material covers			✓		3
4. Suitability of illustrations to the topic of the material in the teaching materials				✓	4
5. Color composition in teaching materials				✓	4
6. Selection of font and font size in teaching materials				✓	4
7. Size of teaching materials			✓		3
8. Thickness of teaching materials			✓		3
Average					87,5

From table 5 above, it can be seen that in the graphical or display aspect, there are eight indicators that are the focus of the assessment. The first assessment is the attractiveness of the title of the teaching material. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the attractiveness of the title of teaching materials is in the very good category. The second assessment is the creativity of the title of the teaching material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of creativity of the title of teaching materials is in the good category. The third assessment is the harmony of colors, sizes, illustrations, and illustration layouts in the cover of teaching materials. The score obtained is 3. The scores obtained from testing the prototype of the journalistic innovation module in student universities in the indicators of color compatibility, size, illustrations, and illustration layout in the cover of teaching materials are in the good category. The fourth assessment is the suitability of illustrations with the topic of the material in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of conformity of illustrations with the topic of material in the teaching materials is in the very good category. The fifth assessment is the composition of colors in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the color composition indicator in teaching materials is in the very good category. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained is 3. The score obtained from testing the prototype of the

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journalistic innovation module in student universities in the indicators of font selection and size in teaching materials is in the good category. The seventh assessment is a measure of teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the teaching material size indicator is in the good category. The eighth assessment is the thickness of the teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the thickness indicator of teaching materials is in the good category.

Based on the eight scores, it can be analyzed that in the assessment of the graphic aspect or display in the journalistic innovation module in universities, students have an average of 87.5. From the results of the expert assessment, it can be concluded that the graphic aspect or display in the teaching materials is included in the very good category.

2. Results of Validation Test by Expert II

The validation of the prototype of the journalism innovation module in higher education by this expert expert includes four aspects, namely (1) the aspect of presenting the material, (2) the aspect of content or material, (3) the linguistic and readability aspect, and (4) the graphic or display aspect. The range of values given to each aspect assessed is 1 to 4 points. All of these points will be calculated according to the formula contained in the assessment guidelines according to table 1. In carrying out the validation stages of testing the prototype of the journalistic innovation module in higher education by expert II, validation requires one time or 1 stage, this can happen because the teaching materials that are made are considered to be quite feasible and meet the aspects of the teaching materials. The validation test carried out by involving expert lecturers II, is explained as follows.

a. Validation of Material Presentation Aspects

This aspect of presenting material has two (2) indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the student's understanding. An overview of the assessment from expert lecturers regarding the presentation of material in the journalistic innovation module, can be seen in the following table.

Table 6. Results of Expert Assessment of Aspects of Material Presentation

Indicators	Scores				Values
	1	2	3	4	
1. Suitability of the order of presentation of the material			✓		3
2. Suitability of presentation techniques with student understanding				✓	4
Average					87,5

From table 6 above, it can be seen that in the aspect of presentation there are two indicators that are the focus of the assessment. The first assessment is the suitability of the order in which the material is presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of suitability in the order of presentation of material is in the good category. The second assessment is the technical conformity of the presentation with the student's understanding. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of presentation techniques with student understanding is in the very good category.

Based on these two scores, it can be analyzed that in the assessment of the aspect of presenting the material of the journalistic innovation module in universities, students have an average of 87.5. From the results of the expert assessment, it can be concluded that the aspect of presenting the material in the teaching materials is included in the very good category.

b. Content Validation (Material)

In the validation of this content (material), there are six indicators that are the focus in submitting assessments by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of journalistic practice, (5) the suitability of the competency test, and (6) the suitability of student understanding with enrichment questions. To get an overview of the assessment of the content or material of the journalistic innovation module by expert validators, you can see the following table.

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Table 7. Results of Expert Assessment of Content Aspects (Material)

Indicators	Scores				Values
	1	2	3	4	
1. The suitability of the title to the topic of discussion				✓	4
2. Completeness of materials			✓		3
3. The effectiveness of journalistic examples			✓		3
4. Effectiveness of journalistic practice			✓		3
5. Suitability of the competency test with the material presented			✓		3
6. Suitability of student understanding with enrichment questions				✓	4
Average					83,3

From table 7 above, it can be seen that in the aspect of content or material, there are six indicators that are the focus of the assessment. The first assessment is the suitability of the title to the topic of discussion. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of the title with the topic of discussion is in the very good category. The second assessment is the completeness of the material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the material completeness indicator is in the good category. The third assessment is the effectiveness of journalistic examples. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the effectiveness indicators of journalistic examples is in the good category. The fourth assessment is the effectiveness of journalistic practice. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the effectiveness of journalistic practice is in the good category. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the competency test suitability indicator with the material presented is in the good category. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of student understanding with enrichment questions is in the very good category.

Based on the six scores, it can be analyzed that in the assessment of the content or material aspects in the journalistic innovation module in universities, students have an average of 83.3. From the results of the expert assessment, it can be concluded that the content or material aspects in the teaching materials are included in the very good category.

c. Language and Readability Aspects

In this aspect of language and readability, there are five indicators that are the focus in submitting assessments by expert validators, namely (1) the language contained in the title, (2) the selection of vocabulary in the teaching materials, (3) the use of spelling in the teaching materials, (4) the suitability of the use of language to the cognitive development of students, and (5) the suitability of questions and explanations in the teaching materials with the level of student understanding. To get an overview of the assessment of the linguistic and readability aspects of the journalistic innovation module by expert validators, you can see the following table.

Table 8. Results of Expert Assessment on Language and Readability Aspects

Indicators	Scores				Values
	1	2	3	4	
1. The language contained in the title			✓		3
2. Selection of vocabulary in teaching materials			✓		3

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3. Use of spelling in teaching materials				✓	4
4. Suitability of language use to students' cognitive development			✓		3
5. Suitability of questions and explanations in teaching materials with the level of student understanding				✓	4
Average					

From table 8 above, it can be seen that in the aspects of language and readability, there are five indicators that are the focus of the assessment. The first assessment is the language found in the title. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the linguistic indicators contained in the title is in the good category. The second assessment is the selection of vocabulary in the teaching materials. The score obtained is 3. The score obtained from the prototype testing of the journalistic innovation module in student universities in the vocabulary selection indicator in teaching materials is in the good category. The third assessment is the use of spelling in the teaching material. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the use of spelling in the teaching materials is in the very good category. The fourth assessment is the suitability of language use to students' cognitive development. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of language use to students' cognitive development is in the good category. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of student understanding. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicators of suitability of questions and explanations in teaching materials with the level of student understanding is in the very good category.

Based on the six scores, it can be analyzed that in the assessment of language and readability aspects in the journalistic innovation module in universities, students have an average of 85. From the results of the expert assessment, it can be concluded that the linguistic and readability aspects in the teaching materials are included in the very good category.

d. Graphics Aspects

In this aspect of graphics or appearance, there are nine indicators, namely (1) the attractiveness of the title of the teaching material, (2) the creativity of the title of the teaching material, (3) the compatibility of the color, size, illustration, and layout of the illustration in the cover of the teaching material, (4) the suitability of the illustration with the topic of the material in the teaching material, (5) the color composition in the teaching material, (6) the selection of font and font size in the teaching material, (7) the size of the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of the graphic aspect or appearance of the journalistic innovation module by the expert validator, you can see the following table.

Table 9. Results of Expert Assessment of Graphics or Display Aspects

Indicators	Score				Values
	1	2	3	4	
1. The attractiveness of the title of the teaching material			✓		3
2. Creativity of teaching material titles			✓		3
3. Compatibility of colors, sizes, illustrations, and illustration layouts in teaching material covers				✓	4
4. Suitability of illustrations to the topic of the material in the teaching materials				✓	4
5. Color composition in teaching materials				✓	4
6. Selection of font and font size in teaching materials				✓	4

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7. Size of teaching materials			✓		3
8. Thickness of teaching materials			✓		3
Average					87,5

From table 9 above, it can be seen that in the graphical or display aspect, there are eight indicators that are the focus of the assessment. The first assessment is the attractiveness of the title of the teaching material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the attractiveness of the title of teaching materials is in the good category. The second assessment is the creativity of the title of the teaching material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of creativity of the title of teaching materials is in the good category. The third assessment is the harmony of colors, sizes, illustrations, and illustration layouts in the cover of teaching materials. The score obtained was 4. The scores obtained from testing the prototype of the journalistic innovation module in student universities in the indicators of color compatibility, size, illustrations, and illustration layout in the cover of teaching materials are in the very good category. The fourth assessment is the suitability of illustrations with the topic of the material in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of conformity of illustrations with the topic of material in the teaching materials is in the very good category. The fifth assessment is the composition of colors in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the color composition indicator in teaching materials is in the very good category. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained is 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the selection indicators of font and size in teaching materials is in the very good category. The seventh assessment is a measure of teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the teaching material size indicator is in the good category. The eighth assessment is the thickness of the teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the thickness indicator of teaching materials is in the good category.

Based on the eight scores, it can be analyzed that in the assessment of the graphic aspect or display in the journalistic innovation module in universities, students have an average of 87.5. From the results of the expert assessment, it can be concluded that the graphic aspect or display in the teaching materials is included in the very good category.

B. Prototype Validation Test Results by Practitioners (Lecturers)

The prototype testing stage of the journalistic innovation module in higher education that was made and developed in this study, in addition to involving two expert experts, also involved one practitioner (lecturer). Practitioners who assess the development of this journalistic innovation module are subsequently referred to as practitioner validators. The lecturer who became the validator of this practitioner was Bayu Suta Wardianto, M.Pd. who is also a lecturer in the creative writing course at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The validation of the prototype of the journalism innovation module in higher education by this expert expert includes four aspects, namely (1) the aspect of presenting the material, (2) the aspect of content or material, (3) the linguistic and readability aspect, and (4) the graphic or display aspect. The range of values given to each aspect assessed is 1 to 4 points. All of these points will be calculated according to the formula contained in the assessment guidelines according to table 1. In carrying out the validation stages of testing the prototype of the journalistic innovation module in student universities with practitioner validators, validation requires one time or 1 stage, this can happen because the teaching materials that are made are considered to be quite feasible and meet the aspects of the teaching materials. The validation test carried out by involving the practitioner validator will be explained as follows.

1. Validation of Material Presentation Aspects

This aspect of presenting material has two (2) indicators contained in it, namely (1) the suitability of the order in the presentation of the material and (2) the suitability of the material presentation technique with the student's understanding. An overview of the assessment from the practitioner validators regarding the presentation of material in the journalistic innovation module, can be seen in the following table.

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Table 10. Results of Lecturer Assessment on Material Presentation Aspects

Indicators	Score				Values
	1	2	3	4	
1. Suitability of the order of presentation of the material			✓		3
2. Suitability of presentation techniques with student understanding				✓	4
Average					100

From table 10 above, it can be seen that in the aspect of presentation there are two indicators that are the focus of the assessment. The first assessment is the suitability of the order in which the material is presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of suitability in the order of presentation of material is in the good category. The second assessment is the technical conformity of the presentation with the student's understanding. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of presentation techniques with student understanding is in the very good category.

Based on these two scores, it can be analyzed that in the assessment of the aspect of presenting the material of the journalistic innovation module in universities, students have an average of 87.5. From the results of the practitioner validator's assessment, it can be concluded that the aspect of presenting the material in the teaching materials is included in the very good category.

2. Content Validation (Material)

In the validation of this content (material), there are six indicators that are the focus in submitting assessments by expert validators. The six indicators include (1) the suitability of the title to the topic of discussion, (2) the completeness of the material, (3) the effectiveness of the examples, (4) the effectiveness of journalistic practice, (5) the suitability of the competency test, and (6) the suitability of student understanding with enrichment questions. To get an idea of the assessment of the content or material of the journalistic innovation module by the practitioner validator, you can see the following table.

Table 11. Results of Lecturer Assessment of Content Aspects (Material)

Indicators	Scores				Values
	1	2	3	4	
1. The suitability of the title to the topic of discussion				✓	4
2. Completeness of materials				✓	4
3. The effectiveness of journalistic examples			✓		3
4. Effectiveness of journalistic practice			✓		3
5. Suitability of the competency test with the material presented			✓		3
6. Suitability of student understanding with enrichment questions			✓		3
Average					83,3

From table 11, it can be seen that in the aspect of content or material, there are six indicators that are the focus of the assessment. The first assessment is the suitability of the title to the topic of discussion. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of the title with the topic of discussion is in the very good category. The second assessment is the completeness of the material. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of completeness of the material is in the very good category. The third assessment is the effectiveness of journalistic examples. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in

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the effectiveness indicators of journalistic examples is in the good category. The fourth assessment is the effectiveness of journalistic practice. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the effectiveness of journalistic practice is in the good category. The fifth assessment is the suitability of the competency test with the material presented. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the competency test suitability indicator with the material presented is in the good category. The sixth assessment is the conformity of students' understanding with enrichment questions. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the suitability of student understanding with enrichment questions is in the good category.

Based on the six scores, it can be analyzed that in the assessment of the content or material aspects in the journalistic innovation module in universities, students have an average of 83.3. From the results of the practitioner validator's assessment, it can be concluded that the content or material aspects in the teaching materials are included in the very good category.

3. Language and Readability Aspects

In this aspect of language and readability, there are five indicators that are the focus in submitting assessments by practitioner validators, namely (1) the language contained in the title, (2) the selection of vocabulary in the teaching materials, (3) the use of spelling in the teaching materials, (4) the suitability of the use of language to the cognitive development of students, and (5) the suitability of questions and explanations in the teaching materials with the level of student understanding. To get an overview of the assessment of linguistic and readability aspects of the journalistic innovation module by practitioner validators, you can see the following table.

Table 12. Results of Lecturer Assessment on Language and Readability Aspects

Indicators	Scores				Values
	1	2	3	4	
1. The language contained in the title				✓	4
2. Selection of vocabulary in teaching materials				✓	4
3. Use of spelling in teaching materials				✓	4
4. Suitability of language use to students' cognitive development				✓	4
5. Suitability of questions and explanations in teaching materials with the level of student understanding				✓	4
Average					100

From table 12 above, it can be seen that in the aspects of language and readability, there are five indicators that are the focus of assessment from practitioner validators. The first assessment is the language found in the title. The score obtained was 4. The score obtained from the prototype testing of the journalistic innovation module in student universities in the linguistic indicators contained in the title is in the very good category. The second assessment is the selection of vocabulary in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the vocabulary selection indicator in teaching materials is in the very good category. The third assessment is the use of spelling in the teaching material. The score obtained is 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the use of spelling in the teaching materials is in the very good category. The fourth assessment is the suitability of language use to students' cognitive development. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of suitability of language use to students' cognitive development is in the very good category. The fifth assessment is the suitability of the questions and explanations in the teaching materials with the level of student understanding. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in indicators of conformity of questions and explanations in teaching materials with the level of student understanding is in the very good category.

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Based on the six scores, it can be analyzed that in the assessment of language and readability aspects in the journalistic innovation module in universities, students have an average of 100. From the results of the practitioner (Lecturer) assessment, it can be concluded that the linguistic and readability aspects in the teaching materials are included in the very good category.

4. Graphics Aspects

In this graphic or display aspect, there are nine indicators, namely (1) the attractiveness of the title of the teaching material, (2) the creativity of the title of the teaching material, (3) the compatibility of the color, size, illustration, and layout of the illustration in the cover of the teaching material, (4) the suitability of the illustration with the topic of the material in the teaching material, (5) the color composition in the teaching material, (6) the selection of font and size in the teaching material, (7) the size of the letters in the teaching materials, and (8) the thickness of the teaching materials. To get an idea of the assessment of graphic aspects or the appearance of the journalistic innovation module by the practitioner validator, you can see the following table.

Table 13. Results of Lecturer Assessment on Graphics or Display Aspects

Indicators	Scores				Values
	1	2	3	4	
1. The attractiveness of the title of the teaching material			✓		3
2. Creativity of teaching material titles			✓		3
3. Compatibility of colors, sizes, illustrations, and illustration layouts in teaching material covers			✓		3
4. Suitability of illustrations to the topic of the material in the teaching materials				✓	4
5. Color composition in teaching materials			✓		3
6. Selection of font and font size in teaching materials			✓		4
7. Size of teaching materials			✓		3
8. Thickness of teaching materials				✓	4
Average					84,3

From table 13 above, it can be seen that in the graphical aspect or display there are eight indicators that are the focus of the assessment. The first assessment is the attractiveness of the title of the teaching material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of the attractiveness of the title of teaching materials is in the good category. The second assessment is the creativity of the title of the teaching material. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of creativity of the title of teaching materials is in the good category. The third assessment is the harmony of colors, sizes, illustrations, and illustration layouts in the cover of teaching materials. The score obtained is 3. The scores obtained from testing the prototype of the journalistic innovation module in student universities in the indicators of color compatibility, size, illustrations, and illustration layout in the cover of teaching materials are in the good category. The fourth assessment is the suitability of illustrations with the topic of the material in the teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the indicator of conformity of illustrations with the topic of material in the teaching materials is in the very good category. The fifth assessment is the composition of colors in the teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the color composition indicator in teaching materials is in the good category. The sixth assessment is the selection of fonts and sizes in teaching materials. The score obtained was 4. The score obtained from testing the prototype of the journalistic innovation module in student universities in the selection indicators of font and size in teaching materials is in the very good category. The seventh assessment is a measure of teaching materials. The score obtained is 3. The score obtained from testing the prototype of the journalistic innovation module in student universities in the teaching material size indicator is in the good category. The eighth assessment is the thickness of the teaching materials. The score obtained was 4. The score obtained from testing

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the prototype of the journalistic innovation module in student universities in the thickness indicator of teaching materials is in the very good category.

Based on the eight scores, it can be analyzed that in the assessment of the graphic aspect or display in the journalistic innovation module in universities, students have an average of 84.4. From the results of the expert assessment, it can be concluded that the graphic aspect or display in the teaching materials is included in the very good category.

IV. CONCLUSION

The data from the results of the assessment conducted by expert validators and practitioner validators on the journalistic innovation module, namely, from expert validator I, if converted the results of the assessment carried out, a score of 88 with an average score of 88.3, then it can be said that the score given by expert validator I is included in the very good criteria. Then, from the expert validator II, if the results of the assessment carried out are converted, a total score of 85.7 is obtained with an average score of 85.8, then it can be said that the score given by the expert validator II is included in the very good criteria. Meanwhile, the assessment carried out by the practitioner validator on the journalistic innovation module, if converted to obtain a total score of 88.9 with an average score of 88.8, it can be said that the score given by the practitioner validator is included in the very good criteria.

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