



Interactive e-modules based on local wisdom in learning the Indonesian language and literature as an implementation of the independent curriculum in elementary schools throughout Jember Regency

Nindya Nurdianasari ^{a,1*}, Suhartiningsih ^{a,2}, Chandra Ayu Proborini ^{a,3}, Luri Santika Ratri ^{a,4}

^a Universitas Jember, Jember, Jawa Timur, Indonesia.

¹ nindyanurdiana.fkip@unej.ac.id; ² suhartiningsih.fkip.unej@gmail.com; ³ chandraayu.fkip@unej.ac.id;

⁴ lurisantika02@gmail.com

*Correspondent Author

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ABSTRACT

The product produced in this study is an interactive e-module based on Jember local wisdom in learning the Indonesian Language and Literature as an implementation of the Merdeka Curriculum. During the even semester of the academic year 2022-2023, this study was conducted at SDN Panti 01, SDN Ajung 01, and SDN Bagorejo 03. Research and Development is the term used by Borg and Gall. The purpose of this study is to produce, validate, and test interactive e-module products based on Jember Local wisdom in learning the Indonesian Language and Literature as an implementation of the Merdeka Curriculum. In this study, questionnaires and documentation were used to collect data. The local wisdom developed in the E-Module is (1) Edamame; (2) Okras; (3) Scar war; (4) Tiger Cadduk Cans; (5) Patrols; (6) JFC; (7) Samper Sarong Dance; and (8) Lahbako Dance; (9) Papuma Beach; and (10) Jember Mini Zoo. Considering the validation outcomes, the interactive e-module based on Jember's local wisdom is included in the decent category with a score of 76.8. Because it fell between the range of 71.00 and 80.99 scores, the calculation of student replies yielded a value of 80.33%, which was included in the practical category.

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Introduction

It is impossible to separate the use of instructional materials as a tool for attaining the goals of predefined learning activities from learning in elementary schools. Teaching materials are a collection of resources that are methodically arranged to include all competencies that students can acquire during the learning process. Making teaching materials is part of the development in education that teachers Field should carry out (Purwanto & Risdianto, 2022). It is believed that this Kusuma & Mahardi (2021), which declares teachers must be able to select, optimize, and combine interesting and varied learning elements and media so that students can receive material well. Making teaching materials needs to be done for children to

grasp and comprehend language abilities, specifically reading, writing, and speaking (Ambarsari *et al.*, 2023).

There are many different kinds of instructional resources that can be utilized in primary schools, one of which is modules (Leni & Suripah, 2022). Current modules are not only in printed form but can be electronic-based or better known as e-modules. (Lisa & Susilowibowo, 2016). E-module is a type of learning module development that is adapted to the learning needs of the 21st century in elementary schools in the Jember district. E-module is a set of learning tools that contain material, instructions for use, evaluation questions, and a summary of content that has been methodically developed to make the learning experience engaging and achieving the desired competencies (Romayanti *et al.*, 2020). The creation of e-modules was done to facilitate independent learning for pupils since they include content, pictures, interaction sequences, answers, and feedback Fields (Saputro, 2023).

E-modules can also be accessed anywhere and anytime (Princess Kumalasani & Eilmelda, 2022) through computers and smartphones to reduce paper use (Laili *et al.*, 2019). Size is an attribute of e-modules. As long as there is a computer or laptop nearby, the relatively small file can be carried around and stored on a flash drive (Mulyono *et al.*, 2022) Or Android, considering that many students today have used Android (Salsabila & Shaban, 2022). The Independent Curriculum's requirements, which follow the course of recent technical breakthroughs, are met by the development of modules in electronic form (Sholihah Rosmana *et al.*, 2023).

The utilization of e-modules is currently very much by students' excellent digital literacy skills (Shodiq *et al.*, 2021). Interactive e-modules are considered ideal for education today because they support the use of multi-product and multi-source learning Fields (Ricu Sidiq & Najuah, 2020). A new environment for learning activities may be created by the advancement of technology, information, and communication in the era of revolution 4.0. (Suhara *et al.*, 2022). Using terminology that is simple for students to understand, a learning module is a collection of educational resources that includes the smallest discussion units, so that it can be used with or without teacher guidance.

Every material in the module must be presented well and use language that is easy to understand so that it is helpful and friendly to the user (Kusmana & Nurzaman, 2021). This learning module is then developed into an interactive e-module by utilizing electronic media. Learning results can be improved by including interactive e-modules into learning activities (Dewi & Lestari, 2020) and encourage learners to be more active in learning because it has an interactive component in it (Kuswanto, 2019).

Based on observations in several elementary schools in the Jember Regency, it is known

that teaching materials used in learning Language and Literature in grade IV are still focused on books published by the government, namely in the form of teacher and student books only. This is because there aren't enough supplemental teaching resources that follow the Independent Curriculum. Books published by the government already contain the values of local wisdom but are still comprehensive so they need further development. Student books and teacher books certainly do not contain local wisdom in the Jember area. It can be claimed that school teaching resources are still limited because the only source of teaching materials used by schools is books.

The problem of limited teaching materials was also discussed in research conducted by (Gustinasari *et al.*, 2017). The teaching materials used are only printed books and student worksheets (LKS) because the teacher thinks the two instructional tools are adequate representations of learning. This circumstance promotes doing studies on the creation of instructional materials, namely learning modules. According to the Ministry of National Education (2008), the resulting learning modules can aid pupils in learning independently at their paces, and modules must be able to replace teacher functions.

Several studies have also discussed the issue of the suitability of teaching materials with the conditions of students and the use of technology in making teaching materials. Dadi & Setiono (2021) conducted research on the development of teaching materials using the *Discovery Learning* model because teachers only use learning resources in the form of package books and have not developed teaching materials so that they have not motivated student learning activities. Nasrul (2018) developed integrated thematic teaching materials based on the *Problem Based Learning* model because the coverage of teaching materials is still small and does not invite students to solve problems around them.

The development of teaching materials using the Canva application has also been carried out by Putri *et al.* (2023), who stated that the application has a variety of features that can be utilized to design teaching materials. Mariska & Rahmatina (2022) developed teaching materials in the form of e-modules using the canva application in integrated thematic learning because students only use printed teaching materials and have never developed teaching materials in the form of e-modules. Hafidh & Lena (2023) utilized the canva application to develop learning media in their research which was motivated by the limited use of digital media that was attractive and easy for students to understand.

The results of research with similar problems are one of the reasons for developing learning modules that provide easy access for users, are communicative, in line with technological developments, and contain regional wealth or potential, namely interactive e-module products based on Jember local wisdom. This is done because the government is

currently focusing more on learning based on local expertise. According to Erwanto *et al.* (2020), creating instructional resources in the form of modules based on local knowledge is necessary so that students can use these modules to study independently.

Local wisdom is everything that becomes the potential of an area that contains wise and wise values so that it may be inherited from one generation to the next and become a defining feature of the place. Local wisdom often refers to the definition of culture, because local wisdom also has a meaning as a series of complex system concepts in people's lives (Ratnaningsih & Mei Ningsih, 2019). An understanding of local wisdom is needed in community life as a cultural property that contains local values (Sawaludin *et al.*, 2022). Education based on local wisdom will better educate students (Samiha, 2020) Because it can build curiosity and character and improve problem-solving skills through the thought process (Hunaepi *et al.*, 2020). Local wisdom incorporated into education is a form of effort to preserve local culture (Pingge, 2017).

The goal of incorporating local knowledge into the educational process in schools is to design learning activities that can both provide students with knowledge and foster an appreciation for the local uniqueness in their environment. Students should be provided with provisions on local wisdom to be able to preserve and develop the excellence of regional wisdom that is useful for themselves and their environment to support national development (Afriyanto *et al.*, 2018). According to Carolus Borromeus Mulyatno (2022), for students to develop personally and embody the nation's noble values in the system of communal life, attempts to incorporate local wisdom in the field of education are important. This is in line with the statement that learning functions to pass on knowledge that contains religious and cultural values to students (Sukma *et al.*, 2023). To instill character education, it is necessary to learn based on local wisdom (Hendriana & Herman, 2021) Because local wisdom contains moral values that are the basis of one's attitude and behavior (Proborini *et al.*, 2023). Local wisdom presents moral values that can shape a character (Diana Naibaho *et al.*, 2022). The value that exists in local wisdom is something valuable, noble, and considered important as a guide in community life so it needs to be introduced to children amid globalization (Ramadan *et al.*, 2021). Based on this, local knowledge can be consulted when creating instructional resources for primary schools, especially in the Jember Regency area.

Jember Regency has a variety of local wisdom, including cultural diversity, customs, regional languages, regional arts, traditional foods, and abundant natural resources. Some aspects of local wisdom owned by Jember Regency can be integrated into the learning process by paying attention to its suitability with the level of reasoning of children in elementary school. Learning can become more relevant and meaningful when local knowledge is incorporated into

the teaching materials since it can give students the chance to learn directly from the natural world around them (Anggramayeni *et al.*, 2018). Jember local wisdom is widely used as teaching material for material development in the form of regional arts such as Lahbako dance, Samper Sarong, and Jember Fashion Carnival (Proborini, *et al.*, 2022).

The challenge as described above calls for the creation of alternative teaching resources in the form of interactive e-modules that incorporate the knowledge of the Jember district. To create engaging and interactive learning that adheres to the idea of an independent learning curriculum and is indirectly capable of raising student achievement in the learning process, it is deemed appropriate to develop teaching materials in the form of e-modules (Setyowati, 2021). The creation of instructional materials takes into account the attributes of the school and the requirements of the curriculum that the school uses (Alba *et al.*, 2019). This is done to create learning in elementary schools that are more varied, innovative, communicative, and fun. In this regard, a research was conducted entitled "Interactive E-Modules Based on Local Wisdom in Learning Indonesian Language and Literature as an Implementation of the Independent Curriculum in Elementary Schools throughout Jember Regency". This development research contributes to the preservation of Jember local wisdom by integrating various local wisdom of Jember region into teaching materials used in Indonesian language learning in elementary schools. Through teaching materials in the form of interactive e-modules based on Jember local wisdom, students are expected to be able to know more about the local wisdom of their region so that a sense of love and pride for their region arises.

Method

Borg and Gall refer to this type of study as research and development. The aim of this study is to create, validate, and test an interactive e-module product for learning the Indonesian language and literature as part of the Merdeka Curriculum to improve the learning experience. The product is based on local expertise from Jember. Preliminary research, product development planning, initial product revision, trial use, revision of product development, product effectiveness test, mass production, and product dissemination and implementation are the steps in the development research process. This research was carried out at SDN Panti 01, SDN Ajung 01, and SDN Bagorejo 03 in the even semester of the 2022/2023 academic year. The basic consideration in choosing this school is the existence of a computer lab that can support the implementation of research and a good response from the school. The samples used were grade IV students of SDN Panti 01, SDN Ajung 01, and SDN Bagorejo 03. To collect data in this study, questionnaires and documentation were used.

The questionnaire contains a series of questions that must be answered by the validator or

respondent. The information obtained through the questionnaire is in the form of validators' assessment of the products made and students' impressions after using the product during the trial period. Documentation is used to collect data sourced from documentation. Teaching materials in the form of books used by teachers and students during Indonesian language learning were documented, where the book still did not integrate Jember local wisdom. The instruments used in this research include interview guides and questionnaires. The interview guide contains important points that will be asked to the interviewees. Teachers and fourth grade students became the resource persons in this study. In making questions, it should be noted to use language that can be understood by respondents. Data related to the implementation of Indonesian language learning derived from the results of interviews with teachers and students of class IV is used as a reference in product development.

The questionnaire sheet consists of a media validation questionnaire, a test instrument validation questionnaire, a trial use questionnaire, and a student opinion survey. To analyze the evaluation results to get the average and percentage, descriptive data analysis was used. Jember local wisdom-based e-module media was validated by three validators, namely media experts, language and culture experts, and material experts. The validation process was carried out by giving the product that had been made to three validators by submitting a validation instrument. Validators provided an assessment according to the score range provided by the researcher in the validation instrument. The scores obtained from the validation activities were converted into a scale of 100. The data analysis techniques used were qualitative and quantitative. Qualitative techniques are carried out by analyzing data descriptively so as to produce explanations of the results of validation and field test implementation. While quantitative techniques are carried out using descriptive statistical formulas presented in the form of percentages. The following is the formula used to calculate product validation activities.

$$\text{Valpro} = 100X \frac{\text{srt}}{\text{smt}} \tag{1}$$

Valpro represents the Validation Product, Srt denotes the actual achieved score, and Smt indicates the maximum achievable score. The results of the product validation analysis are then confirmed with the product validation criteria in [Table 1](#) as follows.

Tabel 1. Product Acceptance Test Criteria (Source: Masyhud, 2021)

Score Criteria	Product Eligibility Categories
81.00 – 100	Very Worth It
61.00 - 80.99	Proper
41.00 - 60.99	Pretty decent
21.00 - 40.99	Lack of Quality
0.00 - 20.99	Woefully inadequate

To assess how well students responded to the Jember local wisdom-based e-module media,

the percentage of student response data was employed. Masyhud (2021) explained that student responses can be calculated using the following formula.

$$\text{Sas} = (\times 100) \frac{st}{smt} \quad (2)$$

Sas stands for Value Student Questionnaire, St represents the achieved score, and Smt denotes the maximum achievable score. The calculation results using the SAS formula are then confirmed using the provisions of the product practicality category to see the level of practicality. The provisions for the product practicality score range category can be seen in [Table 2](#).

Tabel 2. Product Practicality Criteria Based on Student Questionnaire Results

<i>Score Criteria</i>	<i>Product Practicality Category</i>
81.00 - 100	Very Practical
71.00 - 80.99	Practical
61.00 - 70.99	Quite Practical
41.00 - 60.99	Less Practical
0.00 - 40.99	Very Less Practical

Results and Discussion

According to the statement of Mr. Indria Kusuma Hadi as the homeroom teacher of class IV, the introduction of local wisdom to students is considered very important so that they are able to recognize the potential of their area so that they can preserve what their area already has. Grade I and grade IV students who have used the Merdeka Curriculum have carried out activities in schools related to local wisdom. This activity is in the form of the appearance of superior products from class groups so that it involves students and parents. The activity was able to introduce products produced from local Jember resources to students.

Mrs. Kasiyani as the head of SDN 1 Panti Jember also said that the school participated in activities in Jember that contained local wisdom, one example was participating in JFC (Jember Fashion Carnival). He also stated that the local wisdom of Jember does need to be introduced to children from elementary school age. Integrating Jember's local wisdom into a learning is a positive thing that must be done as an effort to preserve local wisdom itself. This is in line with opinion Pingge (2017), that education with local wisdom is a way to maintain the existence of local wisdom of an area. This study created an online interactive module for learning Indonesian language and literature as part of the Merdeka Curriculum that is based on local knowledge from Jember. The program *Canva* was used to create this item. Application users can utilize the design software application *Canva* for free (Rainbow, 2020). This application makes it easy for users to create various designs, one of which is interactive e-modules. Design e-module products that have been created using *Canva* these are then stored in the form of PDF

files and validated to experts before being tested on learners. Fig. 1 is the process of making interactive e-module products based on Jember local wisdom using the *Canva* application.

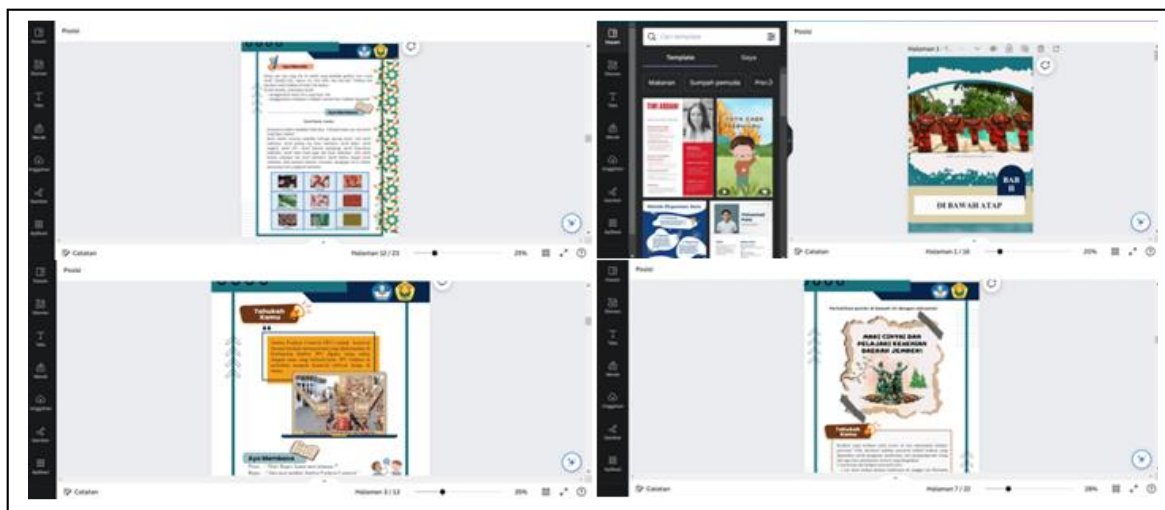




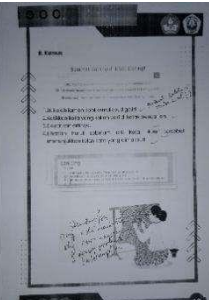
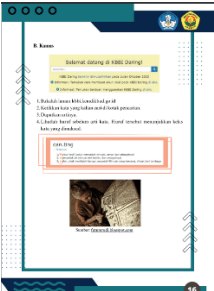
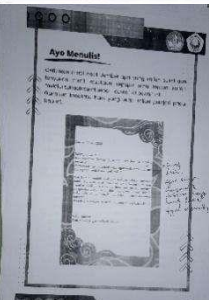



Fig. 1. Product Creation Using *Canva*

The validation process, integral to ensuring the quality of educational products, involves a meticulous examination by appointed validators. The questionnaire provided to these validators comprises twenty-seven statements covering linguistic, content feasibility, format, and graphic aspects. Linguistic considerations encompass readability, adherence to Indonesian language rules, sentence simplicity, communicative language use, and alignment with the cognitive development level of children. Additionally, clarity of usage instructions is a crucial facet of linguistic evaluation. Content feasibility is assessed in terms of material suitability and scope, incorporation of local wisdom, and the quality of exercises or questions presented. Formatting aspects encompass evaluating the appropriateness of type and fonts, visual appeal, systematic presentation, and component elaboration in teaching materials. Graphic assessment delves into the clarity of text, alignment with illustrations, layout settings, overall appearance clarity, and aesthetic appeal.

The outcomes of the product design validation yielded insightful input from the validators, guiding subsequent product improvements. In response to the received suggestions, product revisions were meticulously implemented to align the educational products more closely with the intended goals. These revisions based on validator feedback include refinements in linguistic expression, adjustments in content presentation, and enhancements in graphic elements. The iterative nature of this validation and improvement cycle highlights a collaborative effort to deliver educational products that not only meet but exceed expectations, fostering continuous enhancement and innovation in the realm of educational materials, see [Table 3](#).

Tabel 3. Product Revision

Revision Scan	Revision Notes	Revision Result
	<ul style="list-style-type: none"> The image icons used are inconsistent between the original image and the animated image. Chapter title font type and size are not the same as font type and size in other chapters. 	
	<ul style="list-style-type: none"> Revision of some capitalization and conjunction errors. Addition of images. 	
	<ul style="list-style-type: none"> A command sentence ends with an exclamation mark (!) Include a real picture of someone making batik. 	
	<ul style="list-style-type: none"> Using Latin letters so that students are accustomed to writing upright and serially. 	

Data on the results of media validation can be seen in [Table 4](#). Based on information from expert evaluation of interactive e-module goods for grade IV elementary school pupils that were created using local knowledge from Jember, it is then calculated using the following formula.

$$\begin{aligned}
 \text{Valpro} &= \frac{srt}{smt} \times 100 \\
 &= \frac{103.8}{135} \times 100 \\
 &= 76.8
 \end{aligned}$$

The validation of interactive e-module media using Jember local knowledge yielded findings with a score of 76.8. These findings demonstrate that the product falls under the practicable category because its values fall between 61.00 and 80.99. Teaching materials in the form of interactive e-modules based on Jember local wisdom in learning Indonesian Language and Literature as an implementation of the Merdeka Curriculum received high validation scores, especially in linguistic aspects.

Tabel 4. Media Validation Results

<i>Statement Number</i>	<i>Validator 1</i>	<i>Validator 2</i>	<i>Validator 3</i>	<i>Average</i>
1	5	5	5	5
2	5	4	4	4,3
3	5	5	4	4,6
4	4	5	4	4,3
5	5	5	4	4,6
6	5	2	4	3,6
7	5	3	4	4
8	5	3	4	4
9	5	3	4	4
10	4	3	4	3,6
11	4	3	3	3,3
12	5	3	3	3,6
13	5	3	4	4
14	5	2	4	3,6
15	5	3	4	4
16	4	2	4	3,3
17	5	2	4	3,6
18	4	2	3	3
19	5	3	4	4
20	5	3	4	4
21	5	4	4	4,3
22	5	2	4	3,6
23	4	2	3	3
24	5	2	3	3,3
25	5	3	4	4
26	5	2	4	3,6
27	5	3	3	3,6
Sum	129	82	103	103,8

Illustrated in Fig. 2 is the output of crafting an interactive e-module rooted in Jember's local wisdom, encompassing four comprehensive chapters. Evaluating the product's efficacy, a practical test was executed at SDN Panti 01. The preliminary step involved equipping students with access devices—laptops. Organized into small groups, students were then guided to initiate the interactive e-module founded on Jember's local wisdom using the provided laptops. This practical application serves as a pivotal phase in gauging the module's functionality and user-friendliness within an educational setting. The methodology underscores the hands-on assessment of the developed e-module, ensuring its seamless integration into the learning environment at SDN Panti 01.



Fig. 2. E-Module Product Results Based on Jember Local Wisdom

Researchers went around to provide direction and guidance and ensure that all devices were running properly so that they could be used by students. Learning activities were carried out using interactive e-module teaching materials based on Jember local wisdom. Product trials can be seen in the [Fig 3](#).



Fig. 3. Product Trial Implimentation

The percentage of student responses provides insight into the usefulness of interactive e-modules based on Jember local knowledge for teaching Indonesian language and literature as part of the Merdeka Curriculum. This practicality test is carried out by applying teaching materials that have been developed for grade IV students in several elementary schools in the Jember area. The elementary schools used as data collection sites in this study were SD Negeri Panti 01, SD Negeri Ajung 01, and SD Negeri Bagorejo 03. At the end of learning using interactive e-modules based on Jember local wisdom, students are asked to fill out a statement questionnaire. The questionnaire contains ten statements that must be filled with a check mark (✓) by each student according to the real conditions they experience during learning

Indonesian using interactive e-module products based on Jember local wisdom. Using the Sas formula, which is the result of the result divided by the maximum result and then multiplied by 100, the score acquired from the questionnaire that the students filled out is then converted to a scale of 100, see [Table 5](#).

Tabel 5. Student Response Results

<i>Student Name</i>	<i>Poll Scores</i>	<i>Value</i>
RFY	30	75,00
EJL	24	60,00
STR	38	95,00
CLT	30	75,00
AQL	35	87,50
AYD	32	80,00
BRK	36	90,00
EYT	31	77,50
AG	33	82,50
BR	36	90,00
DK	18	45,00
JM	27	67,50
H	27	67,50
VLN	38	95,00
ERN	38	95,00
ADN	40	100,00
JFT	38	95,00
HFD	40	100,00
KSY	22	55,00
AHM	26	100,00
ISN	33	82,50
TN	34	85,00
FIR	33	82,50
Sum	739	80,33

The following formula was used to determine the result of students answers to interactive e-module development good based on Jember local knowledge for grade IV primary school pupils.

$$\begin{aligned}
 \text{Sas} &= \left(\frac{st}{smt} \times 100\% \right) \\
 &= \left(\frac{739}{920} \times 100\% \right) \\
 &= 80.33
 \end{aligned}$$

The student's response was calculated and yielded a score of 80.88%. Due to its range 71.00 to 89.99, the interactive e-module based on local wisdom from Jember clearly falls into the practical category. The interactive e-module based on Jember local wisdom has benefits for students, namely introducing some of the local wisdom of the region that they did not know before. Their insight into the local wisdom of Jember is increased, ranging from dance, food, music, to tourism. This teaching material also makes learning more interesting and not monotonous so that students feel enthusiastic and excited about learning. This is in line with

the opinion of Suhara *et al.* (2022), which states that the development of technology, information, and communication can create a new atmosphere in learning activities. Learning using this e-module is also in line with students' good digital literacy skills. This condition is the same as the statement of Shodiq *et al.* (2021), that the use of e-modules is currently very relevant to the good digital literacy skills of students. This ability is certainly very important for them in the era of globalization.

Conclusion

The product of e-module based on local wisdom of Jember has been proven to be practical to use, as evidenced by the acquisition of product validity score from the validator of 76.8 and is considered practical based on the calculation of student responses with a score of 80.33%. In its implementation, this interactive e-module based on Jember local wisdom has advantages, namely that it can be used when the network conditions are offline, the file size is not too large and can be included in the flash disk so it is easy to carry, does not spend a lot of paper, can be opened anywhere and anytime. Nevertheless, this product still has an obstacle, namely that not all students are able to operate the device used to access the e-module. The solution is to provide intense direction and guidance to students. In addition, if the laptops available at school are still limited, then students must learn in groups. This makes the time needed to do individual assignments more because they have to wait for their friends to finish to move on to the next number or page. The solution is to minimize individual work in class. Based on this discussion, the research on the development of teaching materials in the form of interactive e-modules based on local wisdom of Jember has run in accordance with the research objectives and is expected to be able to be utilized in learning well as teaching materials to accompany books from the government.

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