

Development of Electronic Media Assisted Language Learning Modules with Cultural Literacy



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ABSTRACT

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Learning modules in schools are supporting elements for students' information acquisition that need to be continuously developed, especially in the current era of technology utilization. Then, along with the pace of globalization, the character of Indonesian children is increasingly eroded and easily influenced by various phenomena, especially students in schools. Furthermore, the importance of using electronic modules is expected to guarantee student mastery, character, context-free, and can overcome these phenomena. The purpose of this study is to examine the test needs, feasibility, and effectiveness of electronic language modules containing local wisdom and diversity towards cultural literacy. This study is a Research and Development (R&D) using the ADDIE model conducted at SMAN 7 Semarang with 360 students. Data collection procedure for this study used the test, questionnaire, and interview methods. The data analysis technique in this study was the analysis of the needs, feasibility, and effectiveness of electronic modules. The main findings in this study were that the electronic modules developed had met the aspects of needs, feasibility and effectiveness. The assessment results prove it all validation percentage of the validator was 90% or received a predicate that was very worthy to be tested and used in the language learning process. The overall score of writing stories in the three schools was 72 students whose scores were above 80 according to the minimum completion criteria (KKM). So the Electronic Module is necessary, feasible, and effective to be used as an integrative learning media, namely learning that is linked to the profile of Pancasila students to improve cultural literacy. The implication of this study is that students will be able to understand and learn learning materials more quickly and easily by developing a learning process that is not only by reading book texts but also by using several other methods.

1. INTRODUCTION

Education is defined as helping students reach their potential for the future. There are two things that education institution want to achieve, the development of students' skills and the building of students' character. The learning-by-learning process aims to change the quality of three dimensions of learning, namely cognitive, affective and psychomotor [1]. Therefore, the purpose of education is to improve understanding, attitudes and skills in order to create knowledgeable and virtuous individuals [2].

There are various ways that can be done in an effort to form character through education, one of which is through the medium of literary works. This is in line with the opinion that teaching literature is believed to be able to help the process of character formation of students, because literary works contain positive values, from cultural, social, moral, humanitarian, to religious values. Thus, teaching literature is expected to have an important role in achieving educational goals, teaching literature can provide maximum contribution to aspects of moral, social, emotional, assessment attitudes, and religious education [3].

In addition to the above opinion, literary works can be used as one of the media for character education because the power of language in literary works can touch the feelings in humans. Literature is not an ordinary work, born by its authors through a long process. The language of literary texts becomes unusual because of the extraordinary way of thinking of the authors [4]. With the beauty and agility of his language, various events flow. This unusual figurative language colonizes the spaces of life that the author deliberately creates. Language is created to be interesting so that what is intended can be realized beautifully in balance. Therefore, Indonesian language learning in high schools can use Indonesian language modules with saga material based on local wisdom (local area). Apart from cultural closeness to the community, local folk tales can increase the strengthening of students' positive character values [3]. Therefore, it is necessary to provide books and modules that can improve students' character education.

The availability of books to support the curriculum to promote national character/morality in accordance with Indonesian culture. First, books are a source of information. Books contain information that can be used to understand what happened in the past, present, and possible future, as well as to

broaden the reader's horizons and be a source of inspiration for new ideas [5]. Therefore, books are never separated from learning. Books are always used as learning modules in schools. Although currently access to obtain information is increasing, books remain the prima donna as modules in schools. Second, along with the pace of globalization, the character/morals of the nation that are in accordance with the culture of this nation are eroded and replaced by foreign cultures. The communities that will be greatly affected by this globalization are coastal communities. Furthermore, the use of modules in electronic form can guarantee student control, freedom of access, freedom from context, and relatively freedom from social conventions [6]. Electronics can be understood as digital representation form and published via a website using a Content Management System (CMS) tool to present the material and a Quiz Management System (QMS) as a tool for practicing questions with a web-based automatic assessment system.

Based on research conducted to develop web-based electronic modules, quite a lot has been done [7-13]. However, most of the courses prepared in the past focused on physics, and none of them provided students with courses to prepare students for international exams. Therefore, this study was conducted, which led to the development of online courses for examination preparation. Furthermore, previous similar studies showed that the developed module received good scores [14]. The difference between this research and Scientists are investigating lies in the object and subject of the research. In addition, previous research did not conduct trials on research subjects, so the data produced was different. Experiments were conducted to determine the overall performance of the module.

In support of this study, there is a study on the development of multimedia learning materials on the topic of life care for Grade IV students in Ngada Regency, where the developed section reports that it is in the best group of groups [15]. The content and context of local wisdom of the Semarang City community developed for thematic modules include traditional houses, arts and regional potential, what distinguishes this research from previous research is that in the module development research, in addition to developing technology-based modules, it also contains Pancasila students. The learning objective to shape the character of students can be realized through the development research of electronic modules of stories containing Pancasila Student Profiles to improve cultural literacy in high schools.

There are four language learning activities in learning Indonesian language and literature in schools, namely listening, speaking, reading, and writing. Of the four aspects, writing skills require the most attention because it is the most difficult activity and the last activity to be mastered. Writing fables is one of the materials in learning Indonesian, in the 2013 curriculum for high school level, Fable Learning is applied to students in grade X odd semester at grade X of Senior High School. With Core Competence 3 (KI), in other words, information, ideas, science, technology, arts, culture, knowledge about human needs, as well as human, racial, cultural, and developmental knowledge about phenomena and human use of information phenomena and processes. Problem-solving skills and interests in specific areas of study. Core Competency 4 (KI), which concerns remembering, thinking, and expressing in the concrete and abstract domains,

relates to the practice of independent learning and the ability to use methods based on scientific principles. Essential Skills (KS) 3.7 Understand the importance of oral and written hikayat (hikayat). K.D. 3.8 Reliability of Stories and Short Writings, Linguistic Analysis, and KD Skills 4.7 Retelling the contents of the hikayat (hikayat) that are heard and read. And KD 4.8 Explaining the hikayat (hikayat) into a short story form by paying attention to the content and values.

The research is the first step in the development of online modules in the preparation of online modules for the final national examination. Therefore, depending on the curriculum and the development of the RPP for personal studies, this area must be changed. The most likely adaptation to be implemented by teachers is by adding or adapting learning activities that can simultaneously develop character. In this study of technology-supported instructional design, the material chosen was fairy tales because fairy tales can be a means to instill cultural values and diversity and train reading literacy skills for students. Every country has its own unique culture and way of life. Cultural diversity creates conditions in any society, whether it is language, religion, race, colour, complexion or tradition. Good ideas to share a world united by challenges in the age of globalization. If Indonesians value the diversity of different people, the negative effects of cultural distortion will affect all parts of the country. The role of schools in the character of students is raised through national character education. Strengthening the character of the nation can start from optimizing character education based on local wisdom [16]. Based on this statement, the electronic module containing the Pancasila Student Profile is needed to improve cultural literacy in a person, including high school students.

Much research has been done on developing web-based electronic modules [6-13] and cultural literacy [17-21], which shows the importance of research related to electronic modules and cultural literacy, especially for future quality. However, there has been no research that specifically develops an Indonesian language module assisted by electronic media with a cultural literacy approach. This study aims to test the effectiveness of the Indonesian language module containing local wisdom and diversity on Indonesian language learning outcomes. From this objective, this study ultimately develops a product that can be used effectively in Indonesian language learning. The scope is the development of an electronic learning module for writing fables containing local wisdom and diversity. The resulting product is an electronic module as a supporter in writing fables.

This research will help development secondary education. Teachers can use this e-module. Future researchers can rely on the theory presented in this study. If they wish to pursue similar courses, future researchers could use new ways to teach critical thinking skills, or research existing approaches based on other similar techniques such as critical thinking, dialogue, experiential learning, and so on.

2. THEORETICAL STUDIES

In this review, the detailed literature review is divided into several sections. The first part discusses the electronic module with the help of the kvisoft flipbook maker application. Then the discussion of literature on tales, cultural literacy, and thinking frameworks.

2.1 Electronic module

Based on research conducted on electronic modules, online modules are an innovative tool that increases students' motivation to learn [22]. Electronic modules are classified as computer modules. This is in accordance with the opinion that computer programs for learning are various types of non-printed modules that require a computer to display something [23]. Furthermore, non-print modules or electronic modules are a combination of print technology and computer technology, so it can be said that electronic modules or electronic books are books in virtual form [24]. This E-Module or E-Book contains all the activities done in the book, all the activities done in the book, the worksheets, the worksheets and the figurative works. Its essence is to help children learn about school work [25].

The following is a hierarchy of the functions of the existence of electronic modules for students [26].

Software that can be contributed to create electronic modules such as Kvisoft Flipbook Maker. Kvisoft Flipbook Maker is software for changing other reading materials into digital e-books. Many teachers can use applications as teaching aids that can be downloaded from the Internet [27]. Additionally, Kvisoft Flipbook Maker is a powerful software tool designed to turn PDF files into digital products or flipbooks [28]. This tool also allows the PDF format to be displayed as a book for use in the course [29]. In line with the statement that [30], One of the tools used to create digital computer modules and software is formatting PDF files to make them more attractive than books.

From Figure 1 that has been presented, it can be seen that the existence of electronic modules is very useful for educators. Starting from learning according to sequence, speed, anytime and anywhere to being able to learn without a teacher.

From Figure 2 which has been presented, it can be seen that

the Kvisoft flipbook maker application view can be used in learning, especially electronic modules used by students. Kvisoft Flipbook software has many supporting features or advantages, including being able to produce interactive media and being able to create animations [31]. Therefore, with the Kvisoft Flipbook Maker electronic software allows students to actively participate in their learning. Demonstration from Kvisoft Flipbook Developer operation is one of them, such as the image 2 display below (<https://kvisoft-flipbook-maker.software.informer.com/>):

Therefore, using the Kvisoft Flipbook maker helps teachers share different learning materials. But it's not just text, it can include video, images, animations and audio. With a simple and clever strategy for making ebooks better.

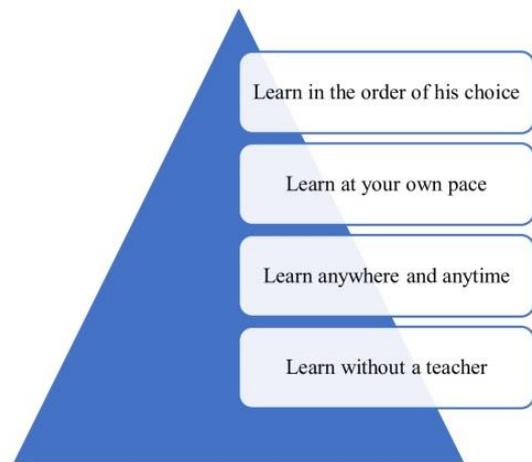


Figure 1. Function of the existence of electronic modules for students



Figure 2. Kvisoft flipbook maker application view

2.2 Hikayat

Hikayat is a word that comes from Latin which means heroic story or epic [32]. Furthermore, sagas are a large part of society's literature that has been passed on from one generation to another since ancient times [33]. Tales have developed in society since ancient times as a characteristic of every nation as a historical cultural wealth that it possesses [34]. This Hikayat is actually still relevant, popular and in demand [32, 35-38] Not only the community itself, even researchers from various cultural and ethnic backgrounds are also interested in the stories that exist in society.

In Indonesian literature, it is known that tales are constructed and developed through spoken language as a means of expression [39]. A tale is a story that develops in a particular society, the development of which is oral, from mouth to mouth, and is considered to be a shared property. Learning tales in high school is part of learning Indonesian literature. To describe it, it can be done through electronic modules, learning will attract more attention from students [40]. The electronic learning module that will be presented to children should contain good character values. So, it can foster students' motivation to learn and help students in identifying story elements such as explaining characters or traits, determining the setting, theme, message contained in the story, and determining the storyline.

2.3 Cultural literacy

This is related to the statement that literacy means the ability to read, write, communicate and apply acquired knowledge to solve everyday problems [41]. On the other hand, literacy skills are important to understand the culture and identity of the nation so as to foster an attitude of caring for others, respecting each other, and tolerance between religious communities. More specifically, it is done to prevent negative behavior that can harm others and to the ability to solve a problem. In relation to this, the form of negative behavior is like bullying, brawls between students, violence and others that are rampant between students in the educational environment.

One of the literacies that should be integrated and needs to power in the 21st century is cultural and civic literacy. Understanding how culture works is very important starting with one's own culture. In this regard, the concept of culture-based citizenship is a representation of cultural diversity. Therefore, cultural and citizenship literacy skills should be possessed by Indonesian students in order to strengthen their identity and preserve the nation's culture.

3. RESEARCH METHODS

This study is a development study that makes use of the ADDIE model [42], specifically a planning process in which the design outputs of each stage can be traced back to all previous stages. The end results of a subset of evaluation outcomes are 1) the initial product planning (design) phase, 2) the development phase (development) and 3) product implementation. part (Implementation), 4) survey accepted by experts and teachers of Indonesian languages, and 5) material evaluation part (Assessment) [43]. The product part of the research was carried out through development studies, such as product design tests, product validation, field tests and

modification. Hikayat e-module product contains Pankasila history to improve cultural knowledge, it was created which eventually led to a successful field as it focuses on complex, logical, analytical, critical and creative thinking to transform interpersonal writing and teaching Pancasila profile in the electronic arm of Hikayat, has a history of enhancing cultural knowledge literacy.

The research procedure is in accordance with the research and development steps at level 4, which function to research and test to produce new products through the research, product design, and development stages.

3.1 Participants

The study was conducted at SMAN 7 Semarang as the first school location in this study. The school is located on Jl. Untung Suropati, Banbankerep, Kec. Ngaliyan, Semarang City, Central Java and is a public school. The study was conducted from September 5 to December 2, 2022. The condition of the school is very good, supported by good facilities and infrastructure and has obtained A accreditation. There are 36 study groups with nine study groups each from each level with a total number of students of 360 students. Observations were made in class X, there are ten classes, namely classes X.1 to X.10, as many as 36 students in each class.

3.2 Data collection and instruments research

Experimental methods, questionnaire methods and interview methods were used for data collection in this study. In the test method, the tool collects data through test questions. The researcher did a pre- and post-test on the sample. To determine the effectiveness of the e-learning module in improving cultural knowledge, an experiment was conducted in Pankasila. After examination by experts, it can be confirmed that the structure consists of materials and supplies. Interview method and data collection instrument, the researcher used an interview guide.

3.3 Data analysis

The analytical approach in this study is described based on activities to answer the problem formulation as follows.

3.3.1 Needs analysis activities for the design development of electronic modules containing the Pancasila Student Profile

The data obtained from the questionnaire on the needs of educators and students were analyzed based on the indicators of the questions given. The data were analyzed using qualitative analysis Miles dan Huberman [44], by utilizing a flow model consisting of three simultaneous tools such as data reduction, visualization, and data computation. These three components are well interconnected, from before, during, and after the implementation of data collection.

The data conclusions from the questionnaire on the needs of students and educators were they meet and live with different teachers and students who had the ability to answer and speak well. The use of this criterion was intended to determine the truth of the answers that had been written on the questionnaire.

3.3.2 Feasibility analysis of electronic modules containing Pancasila Student Profiles in language learning

Data obtained from document review related to module

feasibility were analyzed using Miles and Huberman qualitative analysis. Data obtained from FGD (focus group discussion) with all informants related to module feasibility data were also analyzed using Miles and Huberman qualitative analysis.

3.3.3 Analysis activities on the effectiveness of electronic modules containing the Pancasila Student Profile on students' cultural literacy

The electronic module power unit efficiency of the story material containing the Pancasila Student Profile using a paired sample T-test (related), namely based on the pre-test and post-test format that has been carried out. The paired sample T-test formula (related) is used to analyze two paired samples (pre-test and post-test) using a comparative hypothesis. To facilitate the processing of quantitative data collected in the form of writing skills test results, the researcher conducted an analysis using the SPSS program.

4. RESULTS

4.1 Electronic language module development design needs

Description of findings and needs of E-Modules. Electronic modules are one of the facilities that facilitate the learning process and as a reference in teaching and learning activities that are very dominant. This shows that educators really need the existence of E-Modules in teaching and learning activities (KBM) in the classroom. This is reinforced by the results of identifying needs with informants of educators and students who stated that E-Modules are the only learning source (main source) for learning. As a consideration for compiling an E-Module prototype based on these real conditions, the E-Module is attempted to contain complete information, materials, instructions, assignments for educators and students. This statement is supported by conditions in the field, regarding the financial capabilities of schools, educators who are lacking and professional skills that still require training. This happens because the reality is that educators who teach Indonesian language and literature are not teachers who have a pure Indonesian language education background, but educators who have a background in Islamic Religious Education and Literature. Furthermore, this is exacerbated and regrettable by the lack of learning resources in the school library.

Based on interviews with educator informants (AT and SIH) and classroom observations, the problems faced by educators in learning Indonesian are; 1) Arrangement of Syllabus, 2) Arrangement of Learning Implementations Plan (RPP), 3) Learning Media/Models, and 4) Lack of E-Modules that are in accordance with the prototype of the Curriculum based on character education. To overcome the findings of various problems, the design of the E-Module is attempted so that; (1) can compile E-Modules that are relevant to the KI-KD Curriculum prototype, (2) can emphasize aspects of Indonesian language and literature skills, especially the story of listening to Pancasila students, (3) efforts are made to have varied learning media such as audio-visual videos, (4) efforts are made to present material that is easy to understand, continuous, and attracts students' interest with illustrations/pictures that are relevant to the learning material, (5) efforts are made to activate students to be creative, active, in learning, and (6) can be used in conditions of minimal

school facilities. For this reason, when conducting learning analysis, researchers read all Core Competencies and Basic Competencies include in the class X curriculum, semester I. Furthermore, it is designed in the preparation of the syllabus, learning plan and E-Modules. Given the limited time, from the 8 KD (Basic Competencies) contained in the class X curriculum, semester I, 2 Basic Competencies were selected to be developed in this research. The Basic Competencies are 3.7 and 4.7, namely about fables in the form of fairy tales, but in this research, what is being developed is local fables and their writing skills.

Build upon the result of the questionnaire, interview and instrument observations with informants of educators and sample students of class X SMA in the city of Semarang regarding the need for the Hikayat Electronic Module including the need for E-Modules, the needs of students in the language aspect, 42% agreed to choose to use mixed language and 58% agreed to use standard language. Based on the result of interview with informant from school A (students AG, SAGP and RW), school B (HN, IP, and AF) that E-Modules are the only learning source (main reference) in learning. For that, students really need E-Modules. According to students, the E-Modules needed should be (1) In accordance with KI, KD, namely hikayat that reflects Pancasila students in the city of Semarang, (2) Complete and concise material, (3) Language that is easy to understand and comprehend, (4) There are various interesting, clear pictures/illustrations and beautiful colors.



Figure 3. Front cover page

From Figure 3 which has been presented, it can be seen that the appearance of the front cover page can be adjusted

according to the material presented and the electronic modules used by students. So that students know the front appearance of the electronic module cover. Description of findings and needs of E-Modules. Electronic modules are one of the facilities that facilitate the learning process and as a reference is very effective in teaching and learning activities. This shows that educators really need the existence of E-Modules in teaching and learning activities (KBM) in the classroom. This is reinforced by the results of identifying needs with educator and student informants who stated that E-Modules are the only learning source (main source) for learning.

In general, this electronic module of the story containing the Pancasila Student Profile including header, page title, preview and table of content, contents, competency test, bibliography, answer key, and author biodata. The descriptions are as follows.



Figure 4. Learning section view

From Figure 4 which has been presented, it can be seen that the appearance of the learning section can be adjusted to the material presented and the electronic modules used by students. So that students know the appearance of the learning section of the electronic module used. The front and back cover pages are designed as attractive as possible and related to electronic media, in the cover is an illustration of writing a story assisted by audio visual video. Then on the back cover a brief description of the electronic module of the story in collaboration with Semarang State University.

Chapter I contains an introduction that includes 1) background, 2) brief description of the e-module, 3) competency standards, 4) learning concept map, 5) learning

benefits, 6) learning objectives, and 7) module usage instructions (for educators and students), and 8) learning activities in the form of introducing legends, namely; 1) understanding of hikayat, 2) characteristics of hikayat, 3) structure of hikayat, 4) types of hikayat, 5) summary of material, and 6) competency test.

Chapter II contains learning activity II, namely an explanation of the hikayat material containing the Pancasila Student Profile, including; 1) understanding of hikayat, 2) types of hikayat, 3) steps for writing hikayat, 4) moral education in hikayat, and 5) competency test III. And so on up to the name of the e-module author. Next, the following is a picture of student activities when observing and discussing when using the electronic module of hikayat containing the Pancasila Student Profile to improve the cultural literacy that is developed.



Figure 5. Student activities observing and discussing

From Figure 5 which has been presented, it can be seen that the display section observes and discusses student activities when the process of presenting the electronic modules used by students is presented. So that students know how to use the electronic modules provided.

4.2 Feasibility of electronic language module development design

Table 1. E-module prototype assessment percentage interval

Percentage (%)	Scores and Criteria	Clarify
1-20%	(1) Totally unworthy	
21-40%	(2) Not worthy	
41-60%	(3) Quite decent	
61-80%	(4) Worthy	
81-100%	(5) Very worthy	√

Next, a small group survey and a large group survey were conducted to determine the popularity of the e-module containing the Pancasila student profile using the Kvisof Flipbook Maker tool. The device was said to be so beautiful that it was never tested again. In addition, the online saga it can be used as a learning tool for college students and teachers about the content of the saga in class. The contents of the e-module and questions are presented in easy-to-understand language and content structure. To be able to test the e-module with the Pancasila student profile and the amount of time used to evaluate the e-module can be seen in Table 1 and Table 2.

Table 2. Assessment of the hikayat electronic module prototype containing pancasila student profiles

Question	X1	X2	X3
In your opinion, is the title of the Electronic Module containing the Pancasila Student Profile appropriate?	5	5	5
In your opinion, how harmonious is the color composition in the Electronic Module containing the Pancasila Student Profile story?	4	5	5
In your opinion, what is the composition of the layout of the images on the cover used in the E-module?	4	5	5
In your opinion, how do you arrange the appearance of the writing on the cover used in the E-module?	4	5	5
In your opinion, how appropriate is the size or dimensions of the E-module in the Electronic Module containing the Pancasila Student Profile story?	5	5	5
In your opinion, how is the coverage of the story material assisted by electronic media containing Pancasila students?	5	5	5
In your opinion, is the material presented in the Electronic Module containing the Pancasila Student Profile in accordance with KI, KD, and Learning Objectives?	5	5	5
In your opinion, how appropriate is the order of contents in the Electronic Module of the Pancasila Student Profile story?	5	4	5
In your opinion, is the Electronic Module containing the Pancasila Student Profile story coherent?	4	4	4
In your opinion, does the Electronic Module containing the Pancasila Student Profile help students understand the elements of writing stories?	5	5	5
In your opinion, is the Electronic Module containing the Pancasila Student Profile easy for students to use?	5	5	5
In your opinion, are the terms in the Electronic Module containing the Pancasila Student Profile appropriate?	4	5	5
In your opinion, is the use of language in the Electronic Module containing the Pancasila Student Profile story easy to understand?	4	5	4
In your opinion, is the diction in the Electronic Module containing the Pancasila Student Profile easy for students to understand?	5	5	5
In your opinion, is the selection of font type appropriate for the Electronic Module containing the Pancasila Student Profile?	4	5	5
In your opinion, is the use of fonts in the Electronic Module containing the Pancasila Student Profile appropriate?	5	5	5
In your opinion, how appropriate is the type of audio-visual video image in the Electronic Module containing the Pancasila Student Profile story?	4	5	5
In your opinion, is the Electronic Module containing the Pancasila Student Profile easy for students to use?	5	5	5
In your opinion, is the Electronic Module containing the Pancasila Student Profile easy for educators to use?	5	5	5
In your opinion, can the Electronic Module containing the Pancasila Student Profile increase interest and motivation in writing stories?	5	5	5
Amount	92	98	98
Total score			288
Maximum Score 20x5x3			300
Average $X1+X2+X3/3/20$			4.8
Percentage			98%
Category			Very worthy

Based on Tables 1 and 2, It can be said that the development of the electronic module with a score percentage of 98% reflects good teaching materials and is very suitable for use in the learning process for training.

4.3 Effectiveness of electronic assisted language modules on cultural literacy

Using the learning curve this E-Module was carried out for three meetings using the pedagogical genre learning model and scientific approach. Learning in the first, second and third meetings, each consisted of three stages of activities, namely introductions, core activities, and closing activities. The prototype of the Indonesian language module assisted by electronic media that had been improved based on input from experts, was then it is tested on the limit basis. The effectiveness test was bring out on learning to write fable texts on basic competency 2 Identify written ideas (meaning, rhythm, expression and representation) in writing and in the emphasis of language, ideas, style or words carried out in class X of Senior High School. Testing was conducted using One Group Pretest Posttest Design, namely by providing a pretest before the application of the product and a posttest after being given treatment. The results were then tested for normality and a Paired Sample T-test was carried out to determine its effectiveness. The following are the application of the product and the results of the pretest posttest, normality test, and T-test.

4.3.1 Pretest results

The pretest results are the initial results of learning in class X before being given treatment using the E-Module of writing fairy tale texts oriented to cultural literacy skills that contain

local wisdom and diversity. The pretest data collection was 36 students. The highest score in this pretest was 77 and the lowest was 47 with an average of 61.2. The presentation of the frequency distribution in the table below the results can be shown as follows.

Table 3. Frequency distribution of pretest results

Grade	Frequency	Percentage
47-52	7	23.3%
53-58	6	20%
59-64	5	16.6%
65-70	8	26.6%
71-76	3	10%
77-82	1	3.3%
Amount	30	100%

From Table 3 shows the frequency distribution, namely in the score range of 47-52 There were 7 students with 23.3%. There are 6 students with a percentage of 20% in the category of values 53 to 58. There are 5 students with 16.6% in the value categories between the ages of 65 and 64. Eight students participated between the ages of 65 and 70, which is equivalent to 26.6% of the students. The score range of 71 to 76 includes 3 students with 10%. There is 1 student with 3.3% in the 77-82 score range. From these results, most of them show values that are still below the KKM, namely 73, to find out the completeness of the pre-test results, can be seen in the table below.

Based on Table 4, it shows the assessment scale and value categories, where the majority of students have not met the specified KKM, this can be seen from the fact that there are 27 students with a percentage of 90 who have not completed it

and in the sufficient category there are 3 students with a percentage of 10% who have completed it.

Table 4. Pretest result assessment scale

Grade	Category	Frequency	Percentage	Information
<73	Not enough	27	90%	Not finished yet
73-81	Enough	3	10%	Completed
82-90	Good			
91-100	Very good			

4.3.2 Posttest results

The posttest results are the final results of learning in class X after being given treatment using the Hikayat E-Module to improve the literacy skills of local wisdom and diversity culture. Posttest data collection was carried out on 30 students. The highest score in this posttest was 92 and the lowest was 73 with an average of 83.4. The presentation of the frequency distribution of the results can be seen in the following table.

Table 5. The frequency distribution of posttest results

Grade	Frequency	Percentage
73-75	1	3.3%
76-78	2	6.6%
79-81	4	13.3%
82-84	9	30%
85-87	12	40%
88-92	2	6.6%
Amount	30	100%

From Table 5 shows the frequency distribution, namely in the score range of 73-75 there is 1 student with a percentage of 3.3%. In the score range of 76-78 there are 2 students with a percentage of 6.6%. In the score range of 79-81 there are 4 students with a percentage of 13.3%. In the score range of 82-84 there are 9 students with a percentage of 30%. In the score range of 85-87 there are 12 students with a percentages of 40%. In this score range of 88-92 there are 2 students with a percentage of 6.6%. Based on these results, most students have achieved learning outcomes in accordance with the KKM, namely 73, to finds out the completeness of the posttest results can be seen in the following table.

Table 6. Posttest result assessment scale

Grade	Category	Frequency	Percentage	Information
<73	Not enough	0	0%	0
73-81	Enough	7	23.3%	Completed
82-90	Good	22	73.3%	Completed
91-100	Very good	1	3.3%	Completed

Based on Table 6 shows the assessment scale and value categories on the posttest results, where the results of students meet the KKM. In the sufficient category there are 7 students with a percentage of 23.3%. In the good category there are 22 students with a percentage of 73.3%. In the very good category, there is 1 student with a percentage of 3.3%.

4.3.3 Comparison of pretest and posttest results

The results of the pretest and posttest on learning to write fable texts before and after being given the E-Module treatment of writing fable texts containing local wisdom and

diversity to improve cultural literacy skills can be seen in the following table.

Table 7. Comparison of pretest and posttest results

Test Results	Pretest Results	Posttest Results
The highest score	77	92
The lowest score	47	73
Average	61.2	83.4

Obtained from the results of Table 7, the pretest and posttest results show different results, namely that the pretest results had an average score of 61.2, while the posttest results showed an average score of 83.4.

4.3.4 Normality test

The normality test is a test to determine whether the data or results of the pretest and posttest have been normally distributed or not. This test is a requirement for conducting a paired sample T-test which is used to determine whether there is a significant difference between the pretest and posttest results. The basis for making decisions on the normality test is that if the Sig (2-Tailed) value > 0.05 then the data is normally distributed. The results of the pretest data normality test can be seen in the following table.

Table 8. Normality test of pretest results

Test One-Sample Kolmogorov-Smirnov		Pretest Results	
N			30
Parameters Normal ^{a,b}	Means		61.2000
	Deviation Std.		9.06071
Extreme Most Differences	Absolutes		.139
	Positives		.092
	Negatives		-.139
Statistic Test (2-tailed) Asymp. Sig.			.139
a.	Normal is distribution Test		.144
b.	Data from Calculated		
c.	Lilliefors corrections significance		

From Table 8 regarding the results of the One-Sample Kolmogorov-Smirnov Test, it shows Sig (2-Tailed) 0.144 > 0.05, meaning that the data has been normally distributed. The results of the posttest normality test can be seen in the following table.

Obtained from the results of Table 9 regarding the results of the One-Sample Kolmogorov-Smirnov Test shows Sig (2-Tailed) 0.200 > 0.05, meaning that the data here has been distributed normally well. Obtained from the results of the normality test conducted between the pretest and posttest so that it can be concluded that the data that has been presented is said to be normally distributed has been normally distributed, so that a hypothesis test of the average difference (Paired Sample T-test) can be carried out.

4.3.5 Hypothesis Test Sample Paired T-test

The Sample Paired T-test tested to find out about the learning outcomes of the pretest and posttest conducted. This is the basis/holding in making decisions on the tests conducted. The Sample Paired T-test values or results obtained in this study can be seen in the following table presented below.

Table 9. Posttest results normality test

Test One-Sample Kolmogorov-Smirnov		
N		Posttest Results
Parameters Normal ^{a,b}	Means	30
	Deviation Std.	83.4000
Extreme Most Differences	Absolutes	3.99655
	Positives	.130
	Negatives	.117
Statistic Test		-.130
(2-tailed) Asymp. Sig.		.130
		.200
	a. Normal is distribution Test	
	b. Data from Calculated	
	c. Lilliefors corrections significance	
	d. It is the lower limit of the actual value stated here	

Table 10. Sample paired t-test results

Paired Samples Test									
Pair	Pretest Results-Posttests Results	Mean	Deviation Std.	Difference Paired			T	df	Sig. (2-Tailed)
				Means Error Std.	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-22.20000	7.14095	1.30375	-24.86647	-19.53353	17.028	29	.000

Obtained from the results of Table 10, shows that Sig (2-Tailed) 0.000 < 0.05. This means that Ha is accepted and Ho is rejected. Based on that, the hypothesis in this study is as follows.

Ho: The e-module of fables containing local wisdom and diversity to improve cultural literacy skills does not have a positive impact on learning to write fable texts, rejected.

Ha: The e-module of fairy tales containing local wisdom and diversity to improve cultural literacy skills has a positive impact on learning to write fairy tale texts, accepted.

Based on this, it is concluded that the E-Module of the story contains local wisdom and diversity to improve effective cultural literacy skills to be applied to learning to write story texts. The advantages of the Indonesian Language E-Module of Story Material Local wisdom and diversity. Based on the Forum Group Discussion (FGD) for students, the e-module is useful for increasing their motivation in learning so that it has a positive impact on their learning outcomes, while the benefits for educators can be used as one of the best teaching materials to improve student understanding, so that it can improve the learning outcomes of these students.

5. DISCUSSION

E-modules function to facilitate learning. The electronic modules can display text, images, animation and video on electronic devices such as computers. Electronic modules reduce the use of paper in the learning process. Furthermore, this online module will provide valuable learning as well as networking. Access to e-modules allows students to access new teaching materials and understand concepts and improve their learning outcomes. Study findings are often used to quantify study materials. Furthermore, a good e-learning module includes many features such as self-study, self-study, self-study and ease of use. A good learning e-module should keep pace in accordance with the development of science and technology. The course is aligned with scientific and

technological advancements and is an online module designed for ease of use. Also, the e-module must be connected in the correct direction with the e-module. All electronic module features and instructions are useful and easy to use. User-friendly training is conducted using easy-to-understand language and vocabulary [45].

After conducted experiments in small and large groups to determine how the e-module images would appear in the flipbook software, and the results showed that the tool could be used for a variety of purposes. Currently, the e-module is one of the best tools for high school students and teachers of class X who use Hikayat tools. Based on the above discussion, it can be seen that mobile apps are now a useful teaching tool and can be used as a teaching tool. Electronic resources and quizzes are provided in easy-to-understand language along with classroom materials. The use of these teaching aids is expected to be innovative in the teaching of education in the classroom. Using flipbook media increases students' interest in learning and does not affect student achievement or academic outcomes. Using flipbooks increases comprehension and improves reading comprehension.

Development of a Web-based Electronic Module with Media in Physics Learning [46]. in producing a web-based electronic module in a format using a mobile version developed by utilizing the services of a wordpress.com blog provider. The results obtained, namely the assessment of material experts and media experts, can be said to be very feasible to use and field tests have shown that the product in the form of a web-based Electronic Module in accordance with the format using a mobile version can increase student learning achievement which is adjusted to a normalized score of 0.32. In other appropriate/relevant research [47], The result of this limited trials show that there is interest from students in the module produced. Furthermore, research conducted by Perwitasari et al. [48]. Increasing scientific literacy through learning about energy and its changes with ethnoscience content in smoking fish. JPPIPA (Journal of Science Education Research), 1(2), 62-70. In this research, the aim is

to find out the results of implementing conceptual learnings of energy and its changes with ethnoscience content in smoking fish which is used to improve students' scientific literacy. The results of the study and discussion concluded that the application of learning the concept of energy and its changes with ethnoscience content in smoking fish can be used to improve students' scientific literacy. Similarities of research conducted [48] with this research is the module produced is used to improve students' literacy skills. However, in this study it is more loaded with the Pancasila Student Profile. It can be concluded from the research results and their discussion that the application of learning the concept of energy and its changes loaded with ethnoscience of smoking fish can be used to improve students' scientific literacy.

Further research was conducted [49], Participants' response rates were 83.35% and 85.00%, respectively, in terms of their ability to participate. The reaction resulted in reducing our coin weight with 84.39% accuracy. Before answering the questions, you'll need to go to the mobile app and enter your calendar and credit card happily. Computer modules are very useful in biochemistry courses, they are not easy to use. The research will create one of the educational tools needed during the Covid-19 pandemic, a unique electronic module that adds ease of use, portability, compactness and functionality for teachers and students. The aim of this study is to develop an electronic component using a method.

Further relevant research [49] related to this study is the effectiveness of integrated physics learning electronic modules with Pancasila character values in the subject of business and energy to improve critical thinking skills and student independence. The data collection technique in this study used a test technique, namely a critical thinking ability test and a questionnaire technique. The data collection instrument used an essential thinking ability test instrument and a student independence questionnaire. The results obtained were the value of the expert evaluation is obtained by 90% of the material experts and 89% of the media experts with the most valid criteria and the second category. The students' answers were very good at 74.14%. The results of the pre-test and post-test increased by 22.5% after using the developed product. The use of electronic components for learning has been shown to improve students' listening skills and shows that this component can be used to teach language skills. Students are also known to develop traditional poetry writing skills rather than textbooks. It can be said that the prepared textbooks made a great contribution to improving the reading skills of school and high school students [50]. The similarity between the research and this research is that both develop modules for writing learning. The difference between research and this research can be seen from the modules developed and the users of the modules. Developed a textbook module while this research developed an electronic module containing the Pancasila Student Profile [50]. The users of module are students and educators in Elementary Schools while this research is educators and students in Elementary Schools.

This development research has differences and advantages in that the developed module can teach students to think critically, logically, reflectively, metacognitively, and creatively in producing writing. The elements of critical, logical, reflective, metacognitive, and creative thinking are then elaborated with the writing stages to produce stages of writing stories that contain Pancasila students. This elaboration has not been fully implemented in learning or modules on writing in previous research.

In addition, the practical electronic module elements for mobile learning become one unit in the development of the module, considering the success of previous researchers in utilizing mobile learning elements, then these elements will be adopted in this study. However, this study still has differences and advantages, namely, the practical elements for mobile learning are used as a reference in the electronic module of the story containing the Pancasila Student Profile.

The two elements in the electronic module of fable literacy are a novelty in this study. In detail, the element of novelty can be shown through, the first element is about the stages of cultural literacy in the fable material containing the Pancasila Student Profile, while the second element is about the innovation of learning media. The electronic module is very practical for mobile learning for learning in the society 5.0 era. Both elements can be said to be novelty in this study, considering that both elements have not been applied together by previous researchers. In this study, an electronic module containing the Pancasila Student Profile was produced to improve students' cultural literacy which is very practical to use for mobile learning that can be accessed with various electronic devices. So it can be used to learn anytime and anywhere.

The product of this development has several shortcomings as follows: 1) this e-module is in the form of a soft file but has not reached the stage of publishing the internet, so not everyone can access the e-module with the Kvisoft Flipbook Maker application on the available internet. 2) the animation available on Kvisoft Flipbook Maker is not yet related to the story material which is still limited to the e-module using Kvisoft Flipbook Maker.

The shortcomings and limitations of this research include (1) research data sources, (2) research instruments, (3) presentation of materials in e-modules, and (4) accompanying materials. The development of the electronic module of the Pancasila Student Profile story to improve cultural literacy is the material presented. The material in the e-module is only a few references so that it does not meet other materials used in learning. Examples and exercises are also limited in number.

So, the suggestion from this research to other researchers in the future is to develop similar electronic modules with various media and other approaches so that they can enrich the media and learning resources for Indonesian language educators in the country which in turn can improve the quality of themselves and the learning they manage.

6. CONCLUSIONS

After being validated, the E-Module was then tested in the trial schools and received an assessment from Indonesian language teacher in the three school. The result of the aspects included content of 92% with a very feasible category, layered content aspects of 90% with a very feasible category, interesting content of 90% with a very feasible category and overall quality had the same value, namely 90% with a very feasible category. So the conclusion obtained from the results is that Electronics Module product of Hikayat Containing Local Wisdom and Diversity that has been validated and implemented in three schools was then assessed by two Indonesian language teachers and the results were very feasible to be used in the learnings process of hikayat materials to improve cultural literacy skills in students.

The overall score of the writing of fairy tales in the three

schools was 72 students whose scores were above 80 according to the minimum completion criteria (KKM). This means that out of 72 students, on average more than 50% of the total number of students have completed the competence of writing fairy tales. The Fairy Tale Electronic Module can also be used as integrative learning, namely learning that is associated with local wisdom and diversity to improve cultural literacy. Teachers and students in the two research schools received the E-Module well and they provided suggestions and comments for improving the E-Module. The implication of this study is that by using the electronics module, students are able to understand and learn learning materials more quickly and easily by developing a learning process that is not only by reading text books but also by using several other methods including using electronic assistance.

Then the researcher suggested implementing electronic modules for various other topics and abilities such as digital literacy and other abilities. The researchers hope that more researchers will use this online module in other high schools. Teachers will then develop lesson plans and online modules to support active learning. Furthermore, to strengthen the limitations of this study, researchers should conduct more studies testing similar online modules with larger populations and larger sample sizes to ensure that the results are generalizable. With the development of an online module, future researchers can conduct similar research on 21st century art development.

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