
Teaching Materials E-module Explanation Text Based on Local Wisdom for SD/MI Students

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Abstract: This study aims to develop explanatory text e-module teaching materials based on local wisdom for SD/MI students. Background of the problem of this research (1) How is the design of explanatory text e-module teaching materials based on local wisdom for SD/MI students? (2) What are the results of implementing local wisdom-based explanatory text e-module teaching materials for SD/MI students? This research uses research and development methods (Research and Development) with the ADDIE (Analysis Design Development Implementation Evaluate) model. The steps of this research consist of needs analysis, designing teaching materials (e-modules), developing teaching materials (e-modules), product implementation (e-module teaching materials), and product evaluation (e-module teaching materials). The method of collecting data in this study was by collecting data from the results of expert validation questionnaires and student assessment questionnaires. Data acquisition was analyzed descriptively by using a Likert scale. The results of the validation test by material experts obtained a value of 3.1, the validation test by the mediating expert obtained a value of 3.56. The validation test by the Indonesian language teacher obtained a value of 3.13. The results of the implementation of e-module teaching materials at school obtained a positive response from students by obtaining a score of 3.3. The conclusions from this study are that the e-module teaching materials based on local wisdom for SD/MI students meet the criteria of being very suitable for use as teaching materials by students or teachers in the Indonesian subject of explanation text materials for SD/MI grade VI students.

Keywords: Teaching Materials, Explanatory Text E-module, Local Wisdom

1. Introduction

Education greatly determines the quality of a nation's culture which can be seen from everyday life. It is inevitable that a good education will certainly produce quality human resources so as to produce a good culture, but conversely if the quality of education is not good, of course it will produce human resources that are of less quality, so that it will produce a low culture. Therefore education has a very important position in improving human culture.

A cultured human being is a human being who can develop his potential to be better. As stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System it is stipulated that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself,

society, nation and state [3].

With regional autonomy, educational institutions in each region have the flexibility to develop curricula based on local content in accordance with their regional potential. It is important for the regions to develop the local content curriculum because each region has its own local potential and uniqueness. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 79 of 2014 concerning Local Content states that local content is study material or subjects in educational units that contain content and learning processes related to local potential and uniqueness [4].

Teaching material is something that has a message that will be presented in the learning process and is developed based on learning objectives that have a relationship between objectives, materials, and assessment tools in learning. Teaching materials consist of four kinds, including facts, concepts, procedures, and principles. Teaching materials can

be in the form of written materials or unwritten materials. Basically teaching materials contain knowledge, values, attitudes, actions, and skills that contain messages, information, and illustrations in the form of facts, concepts, principles, and processes related to certain subject matter that are directed to achieve learning objectives [8].

Based on the results of observations made by researchers on teacher books and class VI student books, the researchers did not find Indonesian language subject matter that developed teaching materials for local wisdom in the area. We know that almost every region in Indonesia has potential that can be developed from its cultural diversity, one of which is the culture of the community which is built on the value of local wisdom.

Therefore, researchers consider it necessary to conduct research and develop explanatory text e-module teaching materials based on local wisdom. This research is expected to contribute to the development of teaching materials which can later be used by students and teachers for the learning process, especially Indonesian language subjects in explanatory text material. It is hoped that from this background, the specific objectives of this study are as follows.

- 1) Explain the design of explanatory text e-module teaching materials based on local wisdom for SD/MI students.
- 2) Explaining the results of the implementation of local wisdom-based explanatory text e-module teaching materials for SD/MI students.

2. Theoretical Study

2.1. Module

Modules are printed teaching materials that are systematically designed to be studied by students independently which contain material, equipped with instructions, methods, limitations and how to evaluate to achieve the expected competencies according to their complexity [8]. The objectives of providing modules include; overcoming the limitations of time, space, place, and the senses of both students and tutors; can be used appropriately and varied in increasing learning motivation; and allows students to measure their own learning outcomes. Modules that can increase learning motivation, of course, pay attention to the characteristics needed in making modules. The characteristics of the module include self-instructional, self-contained, stand-alone, adaptive, and user friendly [11].

Understanding of teaching materials in the form of modules mentioned above, it can be concluded that module teaching materials are one form of teaching materials containing learning materials designed to facilitate the learning process. Module type teaching materials have special characteristics or characteristics compared to other types of teaching materials. The special features contained in the module include self-instructional, self-contained, stand-alone, adaptive, and user-friendly as explained by the experts.

2.2. E-Module

E-Module is an electronic version of a module that can be read on a computer and designed with the necessary software. According to E-modules are learning tools or facilities that contain material, methods, limitations and ways of evaluating that are designed in a systematic and interesting way to achieve the expected competence in accordance with the level of complexity electronically [10]. E-module is a teaching material that is presented systematically into certain learning units, presented in an electronic format, where each learning activity in it is connected with a link (link) as a navigation that makes students be more interactive with the program, equipped with the presentation of tutorial videos, animations and audio to enrich the learning experience [15].

The characteristics of the types of e-module teaching materials are developed based on the need to be able to produce modules that can increase the motivation of its users. Things that need to be considered before making e-module teaching materials, namely characteristics that include self-instructional, self-contained, stand-alone, adaptive, user-friendly, consistent, using computer-based electronic media, utilizing various functions of electronic media, utilizing various features, and carefully designed. As for the preparation of the e-module framework that should not be left behind, among others, cover, preface, table of contents, glossary, introduction, learning activities, evaluation, answer keys, bibliography, and attachments [15].

2.3. Explanatory Text

Explanatory text is a text that explains a phenomenon or event in everyday life, be it natural events in the form of floods and volcanic eruptions, social and cultural events in the form of traditional ceremonies and carrying out religious worship, and personal events experienced by oneself. Patterns in the development of explanatory texts consist of chronological patterns that are arranged based on time and there are also causal patterns that are arranged based on the relationship of cause and effect [7]. Explanatory text is an essay that contains a complete explanation of a topic related to phenomena that occur, both natural and social phenomena that exist in everyday life with the aim of providing information as clear as possible to reader. Through explanatory texts, readers can gain an understanding of the background of the occurrence of phenomena in a clear and logical manner, because explanatory texts are based on facts and statements that have a causal relationship [14].

The purpose of writing explanatory texts is to bring benefits in understanding the process of the occurrence of an event or phenomenon, both natural and social phenomena. By understanding the consequences of an event, we can do preventive things if the effect has a negative impact. Writing explanatory texts can provide insight to the reader and improve intellectuality for the next generation [2].

The explanatory text is arranged based on the structure starting with a general statement, a series of explanations (cause and effect), and ending with a closing. Explanatory

text has a structure starting from the title, general statement, line of writing, and closing [9]. The structure of explanatory text includes three elements that must be met. The three elements referred to include (1) a general statement in the form of an initial explanation of the background and general condition of the theme to be explained, (2) a series of

explanations in the form of a series of events, both arranged chronologically and causally, and (3) interpretation which is the conclusion of the series of events that are told [7].

Competence knowledge and competency skills of Indonesian SD/MI grade VI regarding explanatory text can be seen in the following table.

Table 1. Explanatory text material for grade VI SD/MI [5].

BASIC COMPETENCIES			
3.2	Exploring the contents of explanatory text scientific (explanation) that heard and read	4.2	Presenting the results of extracting information from scientific explanatory texts orally, in writing, and visually using standard vocabulary and effective sentences

2.4. Local Wisdom

Local wisdom comes from two words, namely wisdom (wisdom) and local (local). In general, local wisdom can be understood as local ideas that are wise, full of wisdom, of good value, which are embedded and followed by community members [16]. Local wisdom is inseparable from the noble values of a nation that can be used by its people for generations. Local wisdom has existed since prehistoric times to the present. Local wisdom is the positive behavior of the community in dealing with the surrounding nature which can be sourced from religious values, customs, ancestral advice [12]. Local wisdom is a collection of facts, concepts, beliefs, and people's perceptions which include ways to observe and measure the natural surroundings, solve problems, and validate information. Local wisdom is the process of how knowledge is generated, stored, applied, managed, and passed on [1].

According to Rapanna (2016: 15), the characteristics of local wisdom include being able to withstand foreign cultures, having the ability to accommodate cultural elements from outside, having the ability to integrate cultural elements from outside into one's own culture, and being able to control and give direction. on cultural development. Besides having these characteristics, local wisdom also has several functions, including conservation and preservation of natural resources, developing human resources. developing culture and science, sharing advice, beliefs, literature, and taboos.

Local wisdom based on the place of application can be classified into three domains, namely (1) relations between fellow human beings, such as ideas, ideas, norms that apply in social life, (2) human relations with nature, such as managing natural resources and environment, and human relations with God, for example, can take the form of teachings, orders, and prohibitions in a religious teaching carried out by its adherents [6].

3. Research Methodology

This research uses research and development methods (Research and Development) with the ADDIE (Analysis Design Development Implementation Evaluate) model. Research and development is defined as a scientific method used to research, design, produce, and test the validity of the products that have been produced [13]. The steps of this

research consist of needs analysis, designing teaching materials (e-modules), developing teaching materials (e-modules), product implementation (e-module teaching materials), and product evaluation (e-module teaching materials).

The analysis phase is the process of identifying the problems faced by students when carrying out the learning process. This analysis stage is carried out by direct observation. The material analysis of local wisdom explanatory text aims to identify, detail and systematically arrange the relevant concepts that will be used as e-module teaching materials.

The explanatory texts analyzed were 20 (twenty). A total of twenty texts were then selected and selected 3 (three) which were included in the explanatory text e-module teaching materials based on local wisdom. Material analysis of local wisdom explanatory texts used as teaching materials for e-modules of local wisdom-based explanatory texts, namely wayang, angklung, and karapan sapi.

The method of collecting data in this study was by collecting data from the results of expert validation questionnaires and student assessment questionnaires. Data acquisition was analyzed descriptively by using a Likert scale. Material validation is carried out by a material expert doctor. Aspects of assessment by material experts include aspects of content feasibility, presentation feasibility, and language assessment. Media validation was carried out by an expert doctor. Aspects of assessment by media experts include module size, module cover design, and module content design. Practitioners' assessment was carried out by two Indonesian language teachers. The aspect of assessment by the Indonesian language teacher consists of two aspects, namely the material aspect and the language feasibility aspect.

After the e-module has been validated by material experts and media experts and declared fit for use as learning material, then the e-module is tested on students to get a response as a user. The evaluation aspect of the e-module trial consists of appearance, presentation of material, and benefits.

4. Results and Discussion

4.1. Explanatory Text E-Module Design

Research that produces the final product in the form of explanatory text e-module teaching materials based on local

wisdom for class VI SD/MI students uses the Research and Development method with the ADDIE (Analysis Design Development Implementation Evaluate) model so that it can produce quality products and feasible to be used as Indonesian language teaching material in explanatory text material at the SD/MI grade VI education level. The following is an explanation of the results of the development of e-module teaching materials based on local wisdom using the ADDIE model from the analysis to the evaluation stage.

a. Analysis

The first stage of the ADDIE development model is Analysis. Analysis was carried out to identify and analyze the needs of students and teachers as well as analysis of explanatory texts. The results of the analysis of the needs of students and teachers were obtained and the problems were identified. The results of the problem identification then the researcher determines the need for developing teaching materials. The teaching material chosen by the researcher is the e-module teaching material of explanatory text based on local wisdom. The e-module was developed using the Canva application which is integrated with Heyzine.

b. Design

The second stage of the ADDIE development model is Design. At this stage several steps were carried out, starting from the preparation of basic competencies (KD) and indicators, material formulation, selection of e-module formats, and writing e-module scripts. Preparation of basic competencies (KD) and indicators as a first step to determine the materials used as teaching materials. then the steps in the formulation of the material are carried out to determine the details of the material in accordance with the theme raised in the e-module. The steps for choosing the format and components of the e-module are adjusted to the theoretical studies of the latest e-module development. The results of the draft e-module teaching materials that have been compiled are then consulted with the supervisor to get corrections and suggestions for the refinement stage.

c. Development

The third stage of the ADDIE development model is Development. At this stage in order to get ready-to-use products in the form of e-modules that have been validated by material experts and media experts. The validation stage was carried out by material experts and media experts to identify deficiencies in the e-module being developed. E-modules that were validated and provided with responses and suggestions by expert validators and media experts in the next stage were repaired. Improvements were made to improve product results to be ready for use in the field. After the revision phase was completed, the e-module was tested on students in small groups. Trials must be carried out to find out students' responses to the e-module teaching material products that have been developed by researchers.

d. Implementation

The fourth stage of the ADDIE development model is Implementation. After the e-module has been validated by material experts and media experts and declared fit for use as learning material, then the e-module is tested on students to

get a response as a user. The questionnaire provided for data collection consisted of 21 assessment items with a score range of 1-4 items. The evaluation aspect of the e-module trial consists of appearance, presentation of material, and benefits. The research in the trial was conducted in a small group in class VI of the Ma'had Al-zaytun Private Madrasah Ibtidaiyah (MIS), with a total of 17 students. While the field trial phase was carried out at the Indramayu State Islamic Elementary School (MIN) 3 with a total of 27 students.

The results of the e-module trial in a small group in class VI of Ma'had Al-zaytun Private Madrasah Ibtidaiyah (MIS) with a total of 17 students obtained an average total score of 3.2 out of the highest score of 4. Meanwhile the field trial stage was carried out at the Madrasah Ibtidaiyah Negeri (MIN) 3 Indramayu, totaling 27 students with an average total score of 3.4 out of the highest score of 4. Overall implementation results, both small group trials and field trials, received an average total score of 3.3, so it is included in category "Highly Eligible".

e. Evaluate

The fifth stage of the ADDIE development model is Evaluate. After the implementation stage is carried out, the next stage is the evaluation of the explanatory text e-module based on local wisdom. At this stage, the evaluation of the e-module that is seen is the feasibility of teaching materials for e-module explanatory text based on local wisdom. This assessment was carried out by material experts, media experts, practitioners (Indonesian language teachers), and students as final product users of local wisdom explanatory text e-module teaching materials.

4.2. Implementation Results

The results of the implementation of local wisdom-based explanatory text e-module teaching materials as a whole are suitable for use as teaching materials. This feasibility is proven from the results of evaluations by material experts, media experts, practitioners, small group trials, and field trials. Based on the analysis of the research data, the results of the assessment were obtained which can be explained in the following discussion.

a. Material Expert

The feasibility of explanatory text e-module teaching materials based on local wisdom consists of three aspects of assessment, namely content feasibility, presentation feasibility, and language assessment. Based on the results of the material expert's assessment, the feasibility of the explanatory text e-module teaching materials based on local wisdom achieves an average total score of 3.1 from the highest score of 4. This can be interpreted that the material experts state that the explanatory text e-module teaching materials based on local wisdom in the category "Decent" used as teaching materials.

b. Media Expert

The feasibility of e-module teaching material media based on local wisdom has three aspects of graphic feasibility, namely e-module size, e-module cover design and e-module content design. Based on the results of the assessment of

media experts, the feasibility of explanatory text e-module teaching materials based on local wisdom obtained an average total score of 3.56 from a maximum score of 4. This can be interpreted that media experts state that explanatory text e-module teaching materials based on local wisdom in the "Very Eligible" category is used as teaching material.

c. Practitioner

The aspect of assessment by the Indonesian language teacher consists of two aspects, namely the material aspect and the language feasibility aspect. Practitioners' assessment was carried out by two Indonesian language teachers from the Ma'had Al-Zaytun Private Madrasah Ibtidaiyah (MIS) and an Indonesian teacher from the Indramayu Negri (MIN) 3 Madrasah Ibtidaiyah. The assessment scores that have been obtained through the questionnaire are then averaged into an assessment score with a range of 1-4. Based on the results of the assessment by the two practitioners as a whole, they obtained an average total score of 3.13 out of the highest score of 4. It can be said that the two practitioners generally stated that the e-module teaching materials based on local wisdom were in the "Appropriate" category for use as teaching material.

d. Development Trials

The assessment instrument for students as e-module users consists of three aspects, namely appearance, presentation of material, and benefits. Based on the results of the assessments that have been carried out by students in small group trials and field trials, an average total score of 3.3 is obtained from a maximum score of 4. This can be interpreted that the explanatory text e-module teaching materials are in the category "Very Feasible" for use by students as Indonesian language teaching material explanatory text material. Based on the data analysis above, it was obtained that the overall average of the evaluation results by material experts, media experts, practitioners, and small group trials and field trials obtained an average score of 3.27 out of a maximum score of 4, so that the e-module teaching material is explanatory text based Local wisdom is included in the "Very Eligible" category. This proves that local wisdom-based explanatory text e-module teaching materials are appropriate for use as local wisdom-based explanatory text e-module teaching materials for class VI SD/MI students.

5. Conclusion

In the development of local wisdom-based explanatory text e-module teaching materials for SD/MI students, not many have developed them as teaching materials that students can use independently both in class and outside the classroom. The background in selecting targets for SD/MI students is because many SD/MI students already use smartphones, both their own and those of their parents. They only use smartphones to play for entertainment. Therefore the researchers developed explanatory text e-module teaching materials as teaching materials that can be used by SD/MI grade VI students both in class and outside the classroom.

This research uses research and development (Research and Development) methods with the ADDIE (Analysis Design Development Implementation Evaluate) model so that it can produce good and feasible products to be used as Indonesian language teaching materials in explanatory text material at the SD/MI education level.

Based on the description of the results of the research and development of e-module teaching materials based on local wisdom for SD/MI students, the authors can conclude as follows:

The design of local wisdom-based explanatory text e-module teaching materials for SD/MI students consists of cover, pre-material, material, and post-material. E-modules are created using the CANVA application which is integrated with Heyzine. The language used in teaching materials uses communicative standard language. As for legibility, the writing uses size 14 with Times New Roman font. When reading the e-module, it is also accompanied by musical instruments which can help improve concentration and reduce boredom. This e-module is accessed by users via laptops or smartphones connected to the internet. To start opening this e-module, you must first have a link <https://heyzine.com/flip-book/0f3e2aa45e.html>.

The results of the implementation of local wisdom-based explanatory text e-module teaching materials for SD/MI students can be seen from the average response in small group trials and field trials. The results of the small group trials of the three aspects of the assessment as a whole obtained an average total score of 3.2 out of the highest score of 4. Meanwhile the field trial stage of the three aspects of the assessment as a whole obtained an average total score of 3.4 out of the highest score of 4. Based on the results discussing the implementation of small group trials and field tests, the teaching materials for e-module explanatory texts based on local wisdom for SD/MI students are appropriate for use as teaching materials, especially explanatory text materials in Indonesian language courses.

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