



## ETHNOPELAGOGY-BASED LITERACY E-MODULE ON INDOONESIAN LEARNING SUBJECT

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### E-MODULE LITERASI BERBASIS ETNOPELAGOGI PADA PEMBELAJARAN BAHASA INDONESIA

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#### ABSTRACT

**Abstract:** This paper discusses a product of an Ethnopedagogy-based literacy e-module on Indonesian learning subjects for grade IV text material. The research is the ADDIE model development research, which consists of five stages, analysis, design, planning, implementation, and evaluation. The research subjects involved linguists, materials experts, culture experts, design experts and media experts, and teacher and student trials. The object of the research is an Ethnopedagogy-based literacy e-module for grade IV SD students on Indonesian learning subjects. Data collection used questionnaires, observations, and interviews through the validity of the learning media questionnaire instrument. Data were analyzed using quantitative descriptive and qualitative descriptive analysis methods. The results indicate that the product validation test based on the subject matter expert test percentage was 97.00%, the learning culture expert test was 98.00%, the learning media expert test was 92.56%, the design expert test was 98.76%, and the language expert test was 96.00%. The teacher trial was 97.25%, the individual trial was 94.25%, and the small group trial was 90.00%. It can be concluded that pedagogy-based literacy e-modules are feasible and practical to use as teaching materials for story text material in Indonesian language learning subject content for grade IV SD and can be used as a medium for literacy and introduction to local culture.

**Keywords:** literacy e-module, ethnopedagogy, Indonesian learning subject

**Abstrak:** Tulisan ini membahas hasil produk berupa e-module literasi berbasis etnopedagogi pada pembelajaran Bahasa Indonesia materi teks cerita kelas IV. Penelitian merupakan penelitian pengembangan model ADDIE yang terdiri dari lima tahapan, yaitu analisis, desain, perencanaan, implementasi, dan evaluasi. Subjek penelitian melibatkan validator ahli bahasa, ahli materi, ahli budaya, ahli desain, dan ahli media, serta uji coba guru dan siswa. Objek penelitian adalah e-modul literasi berbasis etnopedagogi muatan Bahasa Indonesia kelas IV SD. Pengumpulan data menggunakan metode angket, observasi, dan wawancara melalui instrumen kuesioner validitas media pembelajaran. Data dianalisis menggunakan metode analisis deskriptif kuantitatif dan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa pada uji validasi produk berdasarkan uji pakar materi pelajaran persentase 97.00%, uji pakar budaya pembelajaran dengan persentase 98.00%, uji pakar media pembelajaran persentase 92.56%, uji pakar desain persentase 98.76%, dan uji pakar bahasa dengan persentase 96.00%. Untuk uji coba guru diperoleh nilai 97.25%, uji coba individu 94.25% dan uji coba kelompok kecil masing-masing 90.00%. Dapat disimpulkan bahwa e-modul literasi berbasis pedagogi layak dan praktis digunakan sebagai bahan ajar pada materi teks cerita pada muatan Bahasa Indonesia kelas IV SD dan dapat digunakan sebagai media literasi dan pengenalan budaya lokal.

**Kata Kunci:** literasi e-modul, etnopedagogi, Bahasa Indonesia

#### CITATION

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## INTRODUCTION

Education is a series of structured learning experiences carried out in the form of formal, non-formal, and intra-curricular or extra-curricular education at school and outside of school that lasts as long as the individual lives to maximize the potential that exists in the individual (Triwiyanto, 2021: 23). Gunawan stated that education is self-development of a holistic human being based on the four elements in human life, the four elements are spiritual, intellectual, emotional, and physical elements which aim to grow and develop into human beings who are noble, intelligent, have a social sense tall, and have a healthy body and soul (Gunawan, 2017: 181). In its implementation, education is not spared from the learning process. Learning itself is interpreted as a reciprocal process between students and teachers with the support of learning resources in the school environment with the teacher as a facilitator who provides assistance to students in the process of acquiring knowledge and knowledge (Suardi, 2018: 7). A learning process needs to be supported by the existence of facilities and infrastructure that can help smooth the implementation of teaching and learning activities. One of the most important learning tools is teaching materials. According to Nana (2019: 37), everything that the teacher uses in order to help learning in the classroom is called teaching materials. Kosasih (2021: 9) reveals that good teaching materials are able to provide concrete learning experiences to students in their learning process. One of the objectives of the teaching materials themselves is to be able to align the curriculum with the characteristics and needs of students, namely teaching materials that are in harmony with the conditions and *conditionsetting* student environment (Utami et al., 2018).

Wulansari (2018) states that so far most teachers still use teaching materials that are general in nature without paying attention to the characteristics of the readers and are still presented with an unattractive design, thereby

reducing students' interest in reading them. In the learning process teaching materials have a very large contribution in supporting the achievement of learning objectives. Therefore, the teaching materials used should have innovations taking into account the needs of students and teachers. One of the alternative innovations of teaching materials is the module. Modules are learning materials whose contents are relatively concise and exclusive which are arranged to achieve learning objectives. Modules are generally equipped with a series of systematic activities related to media and evaluation (Triyono, 2021:25). Through the use of modules, students are required to be able to think creatively by issuing new ideas in solving problems. Here the teacher acts as a facilitator and only distributes modules to students, who later students learn independently according to the instructions for use in the module. Through modules, teachers can measure the extent to which students are able to learn material independently and solve problems in the module, so that it can assist in achieving the desired learning objectives (Anggoro, 2015).

The module can also be used as teaching material in Indonesian language subjects. Indonesian subjects are commonly studied at every level of elementary school, from grade I to grade VI. Khair (2018) states that learning Indonesian in K13 is text-based learning, which means that the expression of the human mind is complete and has situations and contexts. Learning activities generally use a scientific approach with an adapted model. With a scientific approach, students are directed to think, analyze, or connect (*associating*) one phenomenon with another phenomenon. The ability to read or write is a core competency that is very necessary in carrying out individual daily activities. In the absence of reading and writing skills, communication between individuals is difficult to develop to a higher level (Sirate & Ramadhana, 2017). Learning Indonesian aims to instill skills in Indonesian language and

literature which not only provide knowledge, but must be designed in a very attractive way so that students are enthusiastic about participating in learning. Learning Indonesian expects a pragmatic learning, not just theoretical. However, in reality students' interest in learning Indonesian is still relatively low compared to other subjects. Students are also less skilled in using Indonesian properly and correctly every day (Sagita et al., 2018).

Based on observations that have been made in one of the elementary schools in Magelang Regency, it shows that there are several obstacles both by teachers and students in the Indonesian language learning process. Based on the interview results, teachers have not used supporting innovative media in explaining the material. In addition, teachers only use conventional teaching materials such as textbooks and worksheets. This is due to the limited time teachers have to make their own modules according to student characteristics, so teachers use general teaching materials which are sometimes obtained instantly from websites. Students' interest in reading and writing is still low, as indicated by the results of the questionnaire which stated that in Indonesian material, especially in story text material, media assistance is needed so that students can understand the material. Because story text material is presented in thematic books that have a monotonous design, so that it makes students feel bored and lose interest in learning let alone reading. The lack of optimal use of media in reading activities makes students less interested in reading, students even think that reading is a boring activity. The unattractive appearance of books is one of the contributing factors (Adibah, 2022; Maharani et al., 2015).

Improving the standard of living of individuals, families and communities can be obtained through literacy skills. Globally, literacy is defined as an individual's ability to understand and process information in the process of reading and writing. In accordance with the changing times, literacy experiences a

treasury of meaning. Past literacy is defined as the ability to read and write. Now literacy can be defined in a number of broad contexts such as scientific literacy, computer literacy, school literacy, mathematical literacy and others (Palupi et al, 2020: 1). Literacy itself has properties *multiple effect* or it can have an effect on a very broad aspect, such as helping to prevent poverty, population growth, helping to reduce poverty and ensuring sustainable development, and achieving peace. Illiteracy is an obstacle to a better quality of life (Istiningsih et al., 2022). There is a lack of interest in reading among elementary school students *problem* which is quite serious, because reading is a crucial thing that must be owned by students in the educational process. By reading students can gain knowledge, as well as obtain some information and understand the meaning of the information presented in the reading (Fadila, 2020). Cultivating students' interest in reading from an early age can make it easy to create reading habits and a culture of literacy in students in the future (Novarina et al., 2019).

Based on these problems, learning innovation is needed that is able to evolve into a learning media that has *value* especially digital-based learning media, so as to create a fun learning atmosphere and students will find it easier to understand the material. Modules are learning materials whose contents are relatively concise and specific which are designed to achieve learning objectives. In accordance with the demands of the development of revolution 4.0, education is required to participate in using technology to support learning activities (Sugiyarti et al., 2018). To support this, the modules developed must also be adapted to the times. In this era, all human activities are inseparable from digitalization. Technological developments change learning styles from conventional to digital. Electronic modules or E-modules can be an alternative to student learning materials as well as digital literacy media in 21st century learning (Kurniawan et al., 2021).

Local wisdom approaches in learning and technology can be developed by teachers in harmony and optimally. Actualization of learning that is oriented towards instilling local wisdom values can be done through ethnopedagogy. The implementation of ethnopedagogy in elementary schools needs to be implemented with innovative learning strategies and media in the hope of attracting students' interest in understanding and applying their own local culture (Oktavianti, 2018). Stigler & Hiebert in Haris Firmansyah et al (2021: 5) added that ethnopedagogy plays a role in continuously creating future leaders who have cultural intelligence (*cultural intellegency*) and its relation to education by teachers. Ethnopedagogy is able to give new nuances to the learning process, so that students not only get the material, but are able to understand their own culture and cultural wisdom values. Thus, students are expected to be able to know their culture in learning Indonesian.

Previous studies revealed that e-modules with a contextual approach to science subjects were able to help students master the material so that learning objectives could be achieved (Luh & Karang, 2021). Research conducted by Buchori & Rahmawati (2017) states that E-modules with the PMR approach can be used in elementary mathematics learning, especially geometry material and student learning outcomes have also increased. Meanwhile, in research conducted by Putra (2017), the results obtained were that ethnopedagogy was an alternative learning approach that could be applied in improving the science learning process by incorporating cultural values or local wisdom as learning resources. From the results of the research that has been done, it can be said that the use of e-modules in the learning process has a positive impact and can improve student learning outcomes. However, previous research did not include the development of an ethnopedagogy-based literacy e-module in Indonesian language learning, where in its preparation,

researchers combined education, technology and local wisdom with the aim that students were able to understand their own culture in Indonesian language material.

## **RESEARCH METHODS**

This research is a development research or RnD (*Research and Development*) which aims to produce and test the effectiveness of a product. The product developed in this study is an ethnopedagogy-based literacy e-module in Indonesian language learning material for class IV story text theme 1 sub-theme 2. There are five stages of development in the ADDIE model itself, namely *Analysis*, *Design*, *Development*, *Implementation*, as well as *Evaluation* (Rayanto et al., 2020).

Analysis stage (*analysis*) carried out to identify existing problems by analyzing information related to learning, curriculum, student characteristics, needs *and*-module, e-module development objectives, required resources, and implementation *and*-module. After the results of the analysis are carried out, the research is continued with the planning stage (*design*), namely data collection, creation *flowchart* and *storyboard*. *Flowchart* is a tool used to visualize certain shapes and notations, meanwhile *storyboard* is an idea description of the module to be designed by providing an initial description of the module to be produced (Kunto & Ariani, 2021). In this planning also carried out the determination of *software* to be carried out in the manufacture of the product. The next stage is *development* or the development stage, which begins with the manufacture of e-modules which have been discussed with the supervisor, besides that product validation is also carried out by experts. The fourth stage is implementation (*implementation*), what can be done if the media developed has been assessed by the validator (Karisma et al., 2020). At this stage product trials were also carried out on students to find out students' opinions on the media in the form of e-modules that had been



developed. The final stage is evaluation (*evaluation*), in the form of a formative evaluation to find out the assessment of the product developed based on *review* the results of experts and the results of student responses.

The subjects of this research are experts, teachers, and fourth grade students. While the object of this research is the media e-module based on ethnopedagogy with story text material in the learning of Bahasa Indonesia class IV theme 1 sub theme 2. Expert testing consists of subject matter content experts, learning culture experts, learning media experts, learning design experts, and linguist. Each expert test is tailored to *background* appropriate in their field. While the e-module trial was carried out for fourth grade students in an elementary school in Tegalrejo District, Magelang Regency which included individual trials involving 6 students while 12 students were for small group trials.

Data analysis used is quantitative-qualitative. Quantitative data is obtained based

on the numbers in the validity analysis which will then be calculated using statistical formulas. Whereas for qualitative analysis is to obtain information based on suggestions and criticisms from validators and e-module users, namely through the preparation of structured data in the form of sentences or series of words, the categorization of each research object, which will later be processed and a general conclusion will be obtained. The instruments in the study were ethnopedagogy-based e-module devices, validation sheets, and questionnaires or student response questionnaires. Retrieval of questionnaire data in this study was a closed questionnaire (*closed ended*) where the answers to the questionnaire by the subject will be limited according to the questions that have been determined by the researcher. The following is a grid of questionnaire instruments for each validator and product trials on teachers and students **Table 1** and **Table 2**.

**Table 1. Expert Validation Instrument Grid**

<b>Material Expert Indicator (Sari, 2018)</b>	<b>Cultural Expert Indicator (Haris Firmansyah et al., 2021)</b>	<b>Media Expert Indicator (Sari, 2018)</b>	<b>Indicators of Learning Design Experts (Nurzaelani et al., 2018)</b>	<b>Language Expert Indicator (Rosihah &amp; Pamungkas, 2018)</b>
1. Relevance of material with KD	1. Adapt local knowledge	1. Creative and innovative	1. Clarity of learning objectives	1. grains
2. Material relevance to learning indicators	2. Interpret local cultural values	2. Selection of appropriate colors and images	2. Adaptation of learning to the curriculum	2. The use of language according to the EYD
3. The suitability of the material with the learning objectives	3. Revitalization according to contemporary conditions	3. Media design tidiness	3. Interactivity	3. Communicative
4. Material actualization		4. The attractiveness of media design	4. Giving motivation to learn	4. Dialogic and Interactive
5. The material is easy to understand		5. General view	5. Evaluation consistency with learning objectives	5. Conformity with the Developmental Level of Students
				6. Cluttered flow of thought

**Table 2. Teacher and Student Trial Indicators**

Teacher Trial Indicator (Sari, 2018)		Student Trial Indicator (Pramesti, 2015)	
1.	Suitability of the material with KD	1.	Medium is easy to use
2.	Material relevance to learning indicators	2.	Media can be used independently
3.	Material relevance to learning objectives	3.	Practice questions make it easier to understand the material
4.	Actualization of the material presented	4.	The instructions for working on the questions are clear
5.	The material is easy to understand	5.	The material is easy to understand
6.	Cluttered flow of thought	6.	Presentation of trace material
7.	Accuracy in using terms and statements	7.	The use of language is easy to understand
		8.	Increase student motivation
		9.	Instructions for use are clear
		10.	Font selection
		11.	Color match
		12.	Interesting image display

The data analysis technique used in the study is as follows.

### 1. Expert Validation

Validation is carried out by the validator with a range of scores starting from 1 to 5. Furthermore, after the validation test score is obtained, the score will be percentaged to determine the level of validity by adapting

the formula described by Pangestu & Wafa (2018), namely:

$$\text{Results Expected Score (\%)} = \frac{\text{Total Score of Research}}{\text{Results Expected Score}} \times 100 \%$$

The results of the known validity percentage can be matched with the validity criteria as presented in the following table.

**Table 3. E-Module Validity Category**

No	Score	Criteria
1	31% - 100%	Very good
2	61% - 80%	Well
3	41% - 60%	Pretty good
4	21% - 40%	Not good
5	0% - 20%	Very Not Good

### 2. Practicality Trial

The practicality test of learning media is carried out by giving response questionnaires to students. Questionnaire answers to student responses using a Likert scale, namely strongly agree (SS), agree (S), undecided (RR), disagree (TS), and strongly disagree (STS). Response questionnaires were given after students carried out the learning process using ethnopedagogy-based e-modules. In the following, the percentage of

response questionnaire results can be calculated using the formula according to Pangestu & Wafa (2018) as follows.

$$\text{Response Score} = \frac{\text{Amount Score}}{\text{Total Maximum Score}} \times 100 \%$$

The results of the percentage of responses are converted into data with the practicality assessment criteria shown in the following table.

**Table 4. Teacher and Student Response Criteria**

No	Score	Criteria
1	31% - 100%	Very good
2	61% - 80%	Well
3	41% - 60%	Pretty good
4	21% - 40%	Not good
5	0% - 20%	Very Not Good

## RESULTS AND DISCUSSION

Development research with the ADDIE Model is a development model that is often used in developing something instructional in the development of learning products such as models, strategies, and learning methods, as well as media and teaching materials (Puspasari, 2019). In its application, the ADDIE Model must go through five stages, namely the stage *Analyze, Design, Development, Implementati, dan Evaluation* (Rayanto et al., 2020). In the development of ethnopedagogy-based literacy e-modules after going through several stages, namely the stages of analysis, planning, development, implementation, and evaluation, the results of media development in the form of ethnopedagogy-based literacy e-modules were obtained.

### Analysis Stage (*Analyze*)

The first stage is the analysis stage, the researcher obtains results if in learning Indonesian the teacher has not used innovative supporting learning media to explain the material to students, the teacher still uses textbooks from the government. In addition, students are less interested in participating in learning, indicated by the characteristics of most students not paying attention when the teacher explains, so that students' understanding of the material is not optimal, therefore learning media is needed that is able to arouse students' enthusiasm for learning so that students can understand the material well and able to encourage students to read. Based on the results of material analysis during interviews, it was shown that in story text

material in Indonesian subjects, it was found that story text material in Indonesian subjects required supporting learning media other than textbooks. Competency analysis is known if the story text material is in theme 8 sub-theme 2 with the subject matter of the core paragraphs and an explanation of the background of the characters and their character in the story text. Followed by an analysis of indicators by discussing with the homeroom teacher of class IV.

### Design Stage (*Design*)

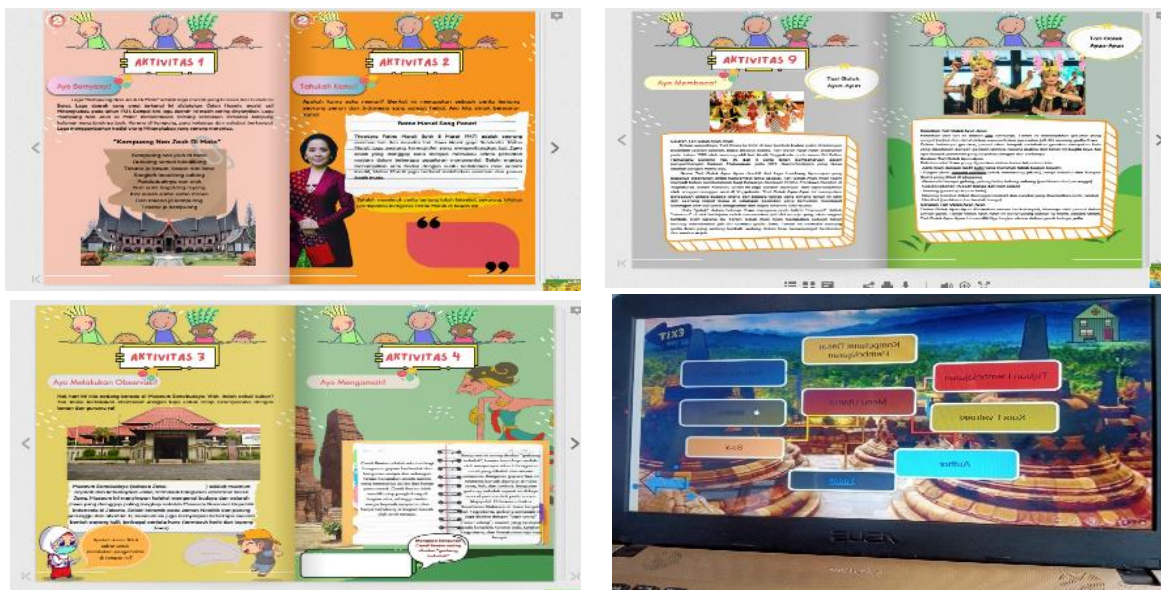
The second stage is the design of the media design. The following results were obtained; (1) making media designs with *storyboard* and *flowchart* using the CanvaPro application, (2) preparing a lesson plan (RPP) in accordance with the story text material that will be presented in the e-module according to the syllabus obtained from the class IV homeroom teacher, teacher's book and student book on the theme of 8 class IV SD in Indonesian language content .The initial basic framework of the module was created using *microsoft word 2013* so the format is still *document* or not yet become an electronic module. The framework consists of module components. The initial module component consists of: (1) title, (2) french pages, (3) preface, (4) instructions for using the module for teachers and students, (5) table of contents, (6) learning objectives, (7) mapping material, (8) material or subject matter and examples, (9) activities in the form of practice questions, (10) discussions, (11) evaluation questions,

(12) answer keys, (13) material summaries, (14) bibliography, and (16) author profile.

**Development Stage (*Development*)**

In the third stage, namely *stagedevelopment* the researcher developed the design according to the design that had been prepared previously using the Canva Premium application. E-module product development is carried out as follows; (1) starting with making the e-module screen display, (2) making the front page of the e-module(*home*), (3) adding material to the e-module, (4) adding media and interactivity to the e-module, (5) adding questions, quizzes and evaluations to the e-module which are integrated in the form of

links on the e-module, (6) making keys answers, (7) create an e-module logo design, (8) change documents into e-modules using the application*flipbook*, (9) distributing e-modules that have been developed to students, (10) making questionnaires for product validation. At this development stage, the researcher has produced a real e-module product and is ready to be discussed with the supervisor. Furthermore, validation was carried out by each expert which included subject content experts, cultural experts, linguists, media experts, and learning design experts. The display of the ethnopedagogy-based literacy e-module media that has been developed is presented in **Figure 2**.



**Figure 2. Display of Ethnopedagogy-Based Literacy E-Module**

**Implementation Stage (*Implementation*)**

The next stage is implementation, the researcher tests the product that has been developed to the research subject. Product trials were carried out on fourth grade students at SDN Tegalrejo, with the following details; Individual trials were conducted on 6 students with low, medium, and high learning outcomes in each category of 2 students. Furthermore, for small group trials conducted on 12 study

group students with each category as many as 4 students with low, medium, and high learning outcomes. Determination of student learning outcomes is obtained from the results of student report cards in odd semesters. At this stage, students conducted an ethnopedagogy-based literacy experiment on a computer provided by the school. E-modules can also be operated on smartphones. Furthermore, students were distributed trial



questionnaire sheets and filled out comments and suggestions on the e-module that had been developed.

**Evaluation Stage (*Evaluation*)**

The last stage is the evaluation stage, starting with revising the product according to the results of the questionnaire that has been filled in and comments and suggestions which are then validated by experts and re-testing the product on students so that the resulting e-module becomes of higher quality. The

presentation of data from e-module product validation results was obtained from expert validators, namely subject content expert tests, cultural experts, design experts, and learning media experts.

The following are the results of the validity of the pedagogy-based literacy e-module from subject content expert tests, cultural experts, design experts, media experts, individual trials and small group tests presented at **Table 4** and **Table 5**.

**Table 5. Ethnopedagogy-based Literacy E-Module Validation Results by Expert Test**

No.	Member Test Subject	Result Validity (%)	Category
1.	Subject Material Expert Test	97.00%	Very good
2.	Test the Learning Culture Expert	98.00%	Very good
3.	Learning Media Expert Test	92.56%	Very good
4.	Learning Design Expert Test	98.76%	Very good
5.	Test Language Expert	96.00%	Very good

**Table 6. Ethnopedagogy-based Literacy E-Module Validation Results**

No.	Trial Subjects	Validity Results	Category
1.	Teacher Trials	97.25%	Very good
2.	Individual Trials	94.25%	Very good
3.	Small Group Trial	90.00%	Very good

From the data above, it is known that the results of the expert assessment of the ethnopedagogy - based literacy e-module subject matter obtained a percentage of 97.00% with very good criteria with a little suggestion from the validator to enlarge the font in the contents of the e-module. For the assessment of learning culture experts, the validity results show a result of 98.00% with very good criteria, where the e-module contains local cultural values, so that students can participate in learning and preserving their own culture. This e-module also obtained a score percentage of 92.56% and was in the very good category for the assessment results from the learning media expert test, with a few suggestions for adding appropriate illustrations. Furthermore, the results of the learning design expert test assessment stated that the e-module design was very good with

the validity results obtaining a value of 98.76%. Meanwhile, the results of the assessment by language experts obtained a score of 96% and revealed that the e-module used simple and easy language for students to understand, and used the EYD rules correctly.

For the teacher trial, a percentage result of 97.25% was obtained, where the teacher said that this e-module was feasible and valid to be used as a supporting medium for learning Indonesian. This is in line with the findings of research conducted by Wijayanti et al (2022) which revealed that literacy e-modules can be used as a medium for learning Indonesian, especially in fiction text material. For individual student trial results, the results were 94.25% and included in the very good category. The results were obtained based on an analysis of suggestions and comments from students who stated that the ethnopedagogy-

based literacy e-module was very interesting and the design made made students enthusiastic in reading because it contained attractive illustrations and various colors. This is in accordance with the opinion of Daryanto (2016) which states that students tend to prefer books that are accompanied by attractive and colorful illustrations and pictures that are depicted realistically or in the form of animations. In the small group trial, a percentage result of 90.00% was obtained with very good qualifications. Based on the results of data processing through comments and suggestions from students, input was obtained to add more illustrations to the e-module so that students are more motivated to read and participate in the learning process. This is in line with previous findings which state that with interesting illustrations, it can increase students' attention to the material and students' initial responses to the learning process will increase, as well as make it easier for students to understand the contents of the story text presented (Afnida & Fitriani, 2016).

From the results of the validation as a whole, it can be stated that the e-module literacy media based on ethnopedagogy in class IV Indonesian language learning at SDN Tegalrejo is classified as very suitable for use in the learning process. This is in accordance with previous studies which state that e-modules are a presentation of independent teaching media media in a particular learning material and are systematically designed and presented in digital form. Every activity in the e-module is associated with *link* as student navigation in tracing each material or other activity so as to make students more active. Interactive display of e-modules (video, animation, and audio) can enrich students' learning experiences to be more meaningful (Kurniawan et al., 2021). Ramadhani & Yudiono (2020) said that e-modules are student independent teaching materials which are arranged in a digital form that are useful for students based on a "flexible learning" style according to student characteristics in achieving learning goals. In addition, the style

of preparing e-modules is semi-formal, attractive and uses communicative language.

The results of research using an ethnopedagogical approach are also supported by research by Oktavianti (2018) which states that ethnopedagogy as a learning approach that is implemented through learning activities by presenting media based on local wisdom is considered more effective. This shows that ethnopedagogy can be successfully applied to learning in elementary schools if the implementation is presented with innovative learning activities such as media based on local wisdom.

Based on the results of the research and analysis above, the ethnopedagogy-based literacy e-module has very good specifications so it is suitable for use as a source or learning material for fourth grade elementary school students on story text material for Indonesian language content. Evidenced by the results of validation by material, culture, design, media, and language experts, it is stated that overall the ethnopedagogy-based literacy e-module has reached the very feasible category. Supported by the results of trials by teachers and students which show that this ethnopedagogy-based literacy e-module is very suitable for use in the Indonesian language learning process.

## **CONCLUSIONS AND RECOMMENDATIONS**

The development of an ethnopedagogy-based literacy e-module in the Indonesian language class IV SD story text material using the ADDIE method has met the very good category and is very interesting to use based on the acquisition of assessment results by material, culture, design, media and language experts, as well as teacher and student trials. Thus, as a whole, the ethnopedagogy-based literacy e-module is very suitable for use as a learning resource or teaching material because it is very practical, links learning to local culture, and an attractive design can encourage students' reading interest in supporting a literacy culture of reading and writing. In addition, the use of e-modules can

encourage teacher creativity in making interesting learning media with videos, animations and illustrations, as well as learning can be carried out independently by students.

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