Developing Canva-based E-module of South Sulawesi Local Wisdom for Class IV SD/MI Students

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ABSTRACT

This research aims to produce a valid, effective, and practical Canva-based e-module of South Sulawesi local wisdom for class IV students of SDI Tamarunang, Gowa regency. The type of this research is research and development, better known as Research and Development (R&D). This research is used to obtain certain product results and test the validity, effectiveness, and practicality of the product. The development model used is the 4D model. This study uses 3 stages, namely (1) Define, namely initial final analysis, student analysis, and material or concept analysis, (2) Design, namely media selection, format selection, and initial plan, (3) Development, namely expert validation, student tests, and student and teacher response questionnaires. The results of this research indicate that this South Sulawesi local wisdom-based e-module is proven to be very valid with an average value of 88.12%, receiving a "Very Good" rating from material experts (87.77%) and design experts (89%). The level of practicality is also high, with 89.8% of students achieving the very high category 77.89% the high category in the learning outcome test, and 86.53% of students giving a high rating based on the response questionnaire. In addition, this e-module is effective, with 77% of students achieving or exceeding the KKM, and positive student responses to the appearance, ease of use, and understanding of the material strengthen its effectiveness. The implications of this research are: 1) The e-module development process must involve in-depth analysis and recommendations from experts to ensure a quality final product. 2) E-module must meet the requirements of validity, practicality, and effectiveness, and be adjusted to the needs and characteristics of students, offering an interesting learning experience by the development of the era and technology. 3) The South Sulawesi local wisdom e-module can be used independently by students, but teachers can guide them if needed to help them understand the material.

Keywords: *E-module, Local Wisdom, Canva*

1) INTRODUCTION

Basic education, which forms children's character and knowledge, is an important foundation. In Indonesia, which has extraordinary cultural and ethnic diversity, integrating local wisdom into the education curriculum is also very important. Local wisdom includes not only traditional knowledge and cultural practices but also moral and ethical values that are inherited from each generation (Ilmaniah, 2020). Prastowo stated that teaching materials are a collection of several materials that are arranged in detail both in writing and non-writing so that they can be used by students as a tool for learning (Kosasih, 2021).

One of the innovations in teaching materials is the development of e-module based on local wisdom. E-module based on local wisdom integrate local values, culture, and traditions into learning materials. This is very relevant to instilling love and appreciation for local culture from an early age (Khusna, 2018).

Local wisdom of South Sulawesi has many values that can be integrated in learning in elementary schools. Values such as the spirit of mutual cooperation, wisdom in natural management, and customs that uphold tolerance and cultural diversity, can be a basis in the development of relevant and contextual teaching materials. The use of Canva-based e-module of South Sulawesi local wisdom can be an innovation in development. E-module not only allow the delivery of material that is interactive and interesting, but also students can easily access (Mahardika, 2019).

Local wisdom-based e-module can include various forms of media such as text, images, videos, and animations that enrich students' learning experiences. E-module can also be equipped with interactive quizzes, practice questions, and project assignments involving students in more in-depth exploration of the local wisdom of their area.

Ilmania concluded that students are still having difficulty in understanding the contents of the reading. This problem occurs because the reading media whose topic is not close to the environment and student life, so students do not have the first picture of what will be read. As a result, students' understanding of what has been read is low (Ilmania, 2020).

The thematic learning material presented by the Ministry of Education and Culture tends to display overall local local wisdom nationally, while the local wisdom of the region itself is not necessarily known by students (Khusna, 2018).

Based on research conducted by Ningrum in the learning process experienced difficulties, some of the problems that cause this as follows: 1) The books of class IV students have not been based on local wisdom of Riau. 2) The teacher must make additional material every day with the student environment. 3) Monotonous learning and 4) The teacher also has difficulty in designing interesting teaching materials because of the limitations of Computer Information Technology (ICT) and limited time possessed by the teacher. To overcome this, developed by the local wisdom e-module of South Sulawesi based on Canva using the 4-D model development method. The model is composed

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of four stages, namely: Definition (Define), Design (Design), Development (Develop), and Disseminate (Ningrum, 2021).

Based on the results of the initial analysis, the module book on theme 8 my residential area subtheme 2 uniqueness of my residential area on page 25 used by SDI Tamarunang school still does not show the local wisdom in South Sulawesi. The module only contains material on the introduction of culture, tribes, traditional clothing, tourism originating from West Java, Yogyakarta, Medan, Bali, Papua, and Betawi. These areas are areas that are far from the students' residential environment so that the book does not show any introduction to the area where they live. The things that must be presented by the module are things related to areas that are close to students, especially South Sulawesi, Gowa Regency and are government publications by the Gowa Regency Education Office.

In the observation conducted on Monday, July 18, 2022 and an interview with one of the teachers named Mrs. Junaeda who is the homeroom teacher IV, it was said that the learning process carried out in schools is still very monotonous in this case the method used is still using conventional methods, namely learning that is centered on educators.

In the learning process, educators only rely on government-issued modules from the Gowa district education office without any other relevant sources or references to support classroom learning. In addition, the modules used by students in theme 8 subtheme 2 still have several shortcomings, such as not achieving several learning objectives. From several observations, researchers found several problems, so a module in the form of a proper local wisdom e-module is needed that can attract students' interest, which aims to make it easier for students to understand the material in the e-module because so far the material presented has not succeeded in attracting students' attention.

2) METHODS

This research is a type of development research or Research and Development. Development research is a type of research that is oriented towards product development. Research and development is a process or steps to develop a new product or improve an existing product that can be used in learning and can be accounted for. This research uses a research and development (R&D) design with a qualitative and quantitative approach. Qualitative data were obtained from suggestions from validators, while quantitative data were obtained from questionnaire results and post-

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test scores. The product developed in this study is the 2013 Curriculum module on theme 8, namely "My Residential Area" for grade IV. This research will be conducted at SDI Tamarunang which is located in Somba Opu District, Gowa Regency.

The product development model used in this study is the 4-D model, which consists of 4 stages: Define, Design, Develop, and Disseminate. The 4-D model was chosen because it is more detailed and systematic, making it easier to develop textbooks. This development research uses a type of data collection instrument in the form of a validation sheet to determine validity, a student response questionnaire, a teacher response score, and an observation sheet to determine practicality, and test items to determine effectiveness. In the study, to collect data and achieve research objectives, various instruments were used. To measure the validity of the developed product, a validation sheet was used. The practicality of the e-module was measured by a questionnaire, while the effectiveness of student learning was measured by a test (posttest).

3) RESULTS AND DISCUSSION

a. Discussion of the Results of the Validity Level of the Canva-based E-Module of South Sulawesi Local Wisdom

1. Discussion of Definition Results (Define)

Analysis of grade IV students at SDI Tamarunang shows a variety of learning styles. Most students are able to think logically and learn independently. It was found that the conventional learning process is not effective in introducing local wisdom. Therefore, an e-module was developed to support diverse learning styles and help students learn independently about the local wisdom of South Sulawesi.

By using multimedia such as images, animations, audio, and videos, this e-module is expected to broaden students' insights and understanding of the local wisdom of South Sulawesi. That way, the goal of this e-module in increasing motivation and enthusiasm for learning for students can be achieved properly. In addition, students can maintain cultural identity in terms of values, traditions, and cultural heritage that exist in the community (I Made, 2022).

Overall, the definition stage resulted in the development of an interactive South Sulawesi local wisdom-based e-module that supports students' independent learning, with the aim of increasing their understanding of local culture and traditions.

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2. Discussion of Design Results (Design)

The selection of media is adjusted to the needs and conditions of the school, choosing an e-module based on local wisdom of South Sulawesi for Theme 8 Subtheme 2 "The Uniqueness of My Home Area" to introduce local wisdom to grade IV students at SDI Tamarunang Gowa. The e-module was developed using the Canva application with A4 paper format, various types of fonts, color variations, and attractive images. The level of attractiveness of the e-module can be seen in the table below:

Tabel 3.1 Percentage of Results of the Level of Interest of E-Module

Interval	Category	Frequency	Average	Percentage
85 – 100	Very High	5	89,8	16,67%
75 – 84	High	18	77,89	60%
60 – 74	Medium	4	67,75	13.33%
40-59	Low	3	56,33	10%
0-39	Very Low	0	0	0%

Based on the table above, the validation results, the assessment interval shows various categories that reflect the level of student response to the e-module. In the "Very High" category with an interval of 85-100, there were 5 respondents with an average assessment of 89.8, representing 16.67% of the total respondents. The "High" category with an interval of 75-84 had the highest frequency with 18 respondents and an average assessment of 77.89, covering 60% of all respondents. In the "Medium" category with an interval of 60-74, there were 4 respondents who gave an average assessment of 67.75, or 13.33% of the total. The "Low" category with an interval of 40-59 had 3 respondents with an average assessment of 56.33, representing 10% of the total respondents. No respondents rated the e-module in the "Very Low" category with an interval of 0-39. These results indicate that overall, the e-module was well received by respondents, therefore it can be concluded that the average results of the level of e-module interest are in the high category. Overall, the design stage produced an e-module that is interesting, interactive, and relevant to the local wisdom of South Sulawesi, helping students in deeper and more meaningful learning.

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3. Discussion of Development Results (Development)

The validation stage aims to produce the final form of the e-module that has been developed (Novilia, 2019). The validators involved were Dr. Rosdiana, M.Pd.I., and Suharti, S.Pd., M.Pd., who provided several corrections such as redesigning the layout of the book contents to make it more attractive, adding module instructions, sources for each image used, details of basic competencies and learning indicators for each material, and instructions for using the e-module. The validation results showed that the e-module that was developed required several revisions to improve its quality and effectiveness, and after the revisions were made based on input from the validators, the e-module was expected to be more attractive and useful for students. The assessment results from the two validators can be seen in table 3.2 below:

Tabel 3.2 Validator Assessment Results for Each Assessment Aspect of the Developed E-Module

No	Assessment Aspects	Mark		Percentage	Information
		S	N		
Design Expert Validation					
1.	E-Module Engineering Aspects	54	60	90%	Very Valid
2.	Visual Communication Aspects	124	140	88,57%	Very Valid
Subject Matter Expert Validation					
1.	Content Aspect	88	100	88%	Very Valid
2.	Language Aspects	35	40	87,5%	Very Valid
3.	Media Aspects	26	30	86,67%	Very Valid
4.	Concept Aspect	88	100	88%	Very Valid
Average		**415**	**470**	**88,12%**	**Very Valid**

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Based on the analysis of the average value of total validity, the developed e-module obtained a validation result of 88.12% from material and design experts, which is included in the "Very Valid" category with an interval of <20-100. In general, the assessment shows that this e-module is good and can be used after several revisions. The e-module is said to be valid as assessed by experts.

b. **Results of the Practicality Level Test of the Canva-based E-Module of South Sulawesi Local Wisdom**

The practicality trial phase of the e-module was carried out by providing learning outcome tests and response questionnaires to grade IV students at SDI Tamarunang, Gowa Regency, to assess how practical the e-module was.

Tabel 3.3 Teacher Response Description

Responsdents	Total	Maximum Score	Percentage
B1	77	85	90,59%

Based on the results of teacher responses that provide assessments of 17 statements related to the South Sulawesi local wisdom e-module. Each statement is assessed on a scale of 1-5, and the results of the respondents' assessments produced a score of 77 out of a maximum score of 85, then the percentage of teacher responses is 90.59%. Based on this assessment, the teacher's response is in the "Very Good" category. So, the teacher's response to the South Sulawesi local wisdom-based e-module is very positive, with an average percentage of 90.59% indicating that this e-module is very good according to them.

Tabel 3.4 Student Response Description

No.	Assessment Aspects	Scale 1	2	3	4	5	Score Amount	Total Score	%	Information
1.	In your opinion, is the appearance of the e-module attractive?	-	-	5	1	24	139	150	92,66	Very Good
2.	Is the color combination on the e-module attractive?	-	1	3	12	14	129	150	86	Very Good
3.	Is the e-module easy to understand?	-	5	6	6	13	117	150	78	Good

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No.	Question									
4.	Are the instructions for using the e-module easy to understand?	-	3	6	10	10	114	150	76	Good
5.	In your opinion, is the color display and design of the e-module clear?	-	1	2	2	25	141	150	94	Very Good
6.	Do you enjoy learning using e-module?	1	1		8	20	135	150	90	Very Good
7.	Are you interested in using e-module?	-	1	4	5	20	134	150	89,33	Very Good
8.	How do you feel while learning using this e-module?	-	-	2	10	18	136	150	90,66	Very Good
9.	Are the text and images used in this e-module easy to understand?	1	1	3	11	14	126	150	84	Good
10.	Are the images used in this e-module interesting?	-	2	2	5	21	135	150	90	Very Good
11.	Are the example questions presented in this e-module clear?	-	1	3	5	21	136	150	90,66	Very Good
12.	Are you excited to learn using this e-module?	-	1	1	5	23	137	150	91,33	Very Good
13.	Are you motivated to learn using this e-module?	-	5	2	10	13	121	150	80,66	Good
14.	Is the e-module easy to use?	1	2	7	13	7	113	150	75,33	Good
15.	Is it easy for you to understand the material on "local wisdom" using e-module?	1	-	3	6	20	134	150	89,33	Very Good
Average									86,53	Very Good

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The results of the analysis showed that out of 30 students who took the test, none were in the very low category. In the very high category, there were 5 students with a percentage of 89.8%, while 18 students were in the high category with a percentage of 77.89%. Four students were in the medium category with a percentage of 67.75%, and three students were in the low category with a percentage of 56.33%. This means that the average score of student learning outcomes is generally in the high category. For completeness, 23 out of 30 students scored 75 or more, while 7 students scored below 75. The reason why there were students who did not complete was because they rarely came to school, so they did not have a good understanding of the material in the e-module. Based on the results of the analysis of the teacher response questionnaire and the student response questionnaire, it can be concluded that the analysis of the results of the 91 teacher response questionnaire produced an assessment of 90.59%, while the student response questionnaire produced 86.53% with a very good response which was in the assessment interval of 80%, so that it can be concluded that the developed e-module has met the practical criteria because the results of the teacher response and student response show that the e-module is practical in improving learning outcomes regarding the local wisdom of South Sulawesi and gets positive responses from the results of the teacher response questionnaire and student responses. The results of this study are in line with the purpose of writing the e-module as explained in the previous chapter. That writing an e-module can facilitate the presentation of material, help with existing limitations, and increase student motivation and enthusiasm for learning (I Made, 2022).

c. **Discussion of Results of the Level of Effectiveness of Canva-based E-Module of South Sulawesi Local Wisdom**

The results of the student's attractiveness test compared to the KKM to determine the student's learning completion in knowing the effectiveness of the South Sulawesi local wisdom-based e-module can be seen in table 3.4. Based on the table, out of 30 students who took the learning outcome test, 23 were declared complete and 7 were declared incomplete. The highest score achieved by students was 93, while the lowest score was 53. From this data, it can be concluded that the majority of students managed to achieve or exceed the KKM, indicating that the developed e-module has met the effective criteria. This shows that the South Sulawesi local wisdom-based e-module is effective in improving students' understanding and learning completion. So that it allows students to learn independently

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according to their abilities and interests and allows students to measure or evaluate their own learning outcomes as the purpose of writing the e-module that has been explained previously.

4) CONCLUSION

a. Based on the results of the validity test by experts using the design expert validation sheet and the material expert validation sheet on the South Sulawesi local wisdom e- module, it is said to be "valid".

b. Based on the results of the practicality test by respondents, namely teachers and students using the teacher response questionnaire sheet and the student response questionnaire sheet which produced a very good response. So the e-module is said to be practical in improving students' understanding of the local wisdom of South Sulawesi.

c. Based on the results of the effectiveness test of the results of the student learning test to determine the level of interest in the South Sulawesi local wisdom e-module by comparing the test scores and KKM, the results were "very good" so that the e-module was said to be effective in increasing the interest in student learning.

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