Research Article

Development of E-Modules Containing Literature on the Theme "I Love Indonesia" in Elementary Schools

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Abstract: This study aims to develop an e-module containing literature with the theme "I Love Indonesia" to improve students' understanding of literature and strengthen nationalism values. Using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate), this study was conducted at SD Islam Al Amanah Tangerang Selatan through a research and development (R&D) approach. The results of the analysis indicate an urgent need for interactive digital teaching materials that are appropriate to the characteristics of elementary school students. The development of the e-module considers pedagogical, aesthetic, and interactivity aspects by integrating text, images, animation, and video. Formative evaluations were conducted throughout the development process, while summative evaluations showed that 84% of students experienced an increase in literary understanding after using the e-module, and 90% of teachers responded positively to the ease of compiling and delivering the material. Although the results showed high effectiveness in terms of nationalism (92%) and practicality of use (88%), student participation (84%) indicated the need for improved interactive features. Thus, this e-module is not only an effective medium in learning literature, but also an important tool in strengthening nationalist character education in elementary schools..

Keywords: ADDIE; digital learning; e-module; elementary school; literature.

1. Introduction

In the era of digitalization, the use of technology in education is a must to increase the effectiveness of learning. One of the innovations that has been widely developed is e-modules, which are electronic teaching materials that allow students to access materials more flexibly and interactively (Juliana & Sulistyowati, 2023). One of the advantages of e-modules is their ability to present learning materials in a multimodal manner, namely the ability to integrate text, image, audio, and video elements so that they can be more interactive and able to increase student participation and involvement in the learning process. In addition, e-modules can also be adjusted to the learning speed of each student, thus providing a more personal and effective learning experience (Rahmawati, Prasetyo, & Nugroho, 2023).

Not only that, the use of e-modules not only expands access to information, but also supports the implementation of various digital learning strategies that are in line with the demands of 21st century competencies. With its interactive features, e-modules can be adjusted to individual learning needs, thus supporting more adaptive and technology-based learning. In the context of elementary education, e-modules can support more innovative learning, such as project-based and problem-based learning, which can improve students' critical and creative thinking skills (Hartati, 2021). Therefore, the integration of technology in teaching materials is an important factor in creating an adaptive and interesting learning environment for elementary school students, including in literature learning.

Literature learning in elementary schools has a strategic role in shaping students' character. Through literature, students are not only encouraged to increase their interest in reading, but also to develop various important values such as morals, social, and love for their

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country. The use of children's literature with an interesting approach can help students increase their sense of empathy, understanding of cultural diversity, and increasing social awareness from an early age (Nugroho & Fadhillah, 2022). However, in reality, there are still obstacles in literature learning, especially related to the lack of interesting teaching materials and limited access to literary works that are appropriate for the age and abilities of students (Purnamasari & Kurniawan, 2023). This condition has an impact on students' low interest in literature lessons and a lack of appreciation for the literary works around them. Therefore, the development of more innovative, interesting, and appropriate literature teaching materials for elementary school students needs to be realized immediately.

The role of teachers in developing digital-based teaching materials is very crucial. Teachers not only act as facilitators, but also as developers of teaching materials that are in accordance with the needs and characteristics of students. This confirms that teachers' mastery of technology is an important factor in the success of implementing e-modules in schools. Therefore, strengthening teacher competence in designing e-modules is one of the fundamental aspects that is useful in increasing the effectiveness of literature learning in the classroom. Studies show that intensive training in developing digital teaching materials can increase teacher creativity in compiling learning materials that are more interactive and in accordance with student needs (Arifin, 2022). Unfortunately, at SD Islam Al Amanah Tangerang Selatan, the teacher skills development program in compiling digital modules has not been carried out optimally and is often only seen as a routine without deep meaning.

The theme "I Love Indonesia" was chosen in the development of this e-module to integrate nationalist values in literature learning. This is in line with the government's efforts to strengthen character education, including through literature learning that presents inspiring stories from Indonesian culture, so that it can later increase the sense of nationalism in students. This is also reinforced by the opinion of Wibowo (2003) who said that national values instilled through literature learning can also form a strong national identity, especially in the era of globalization that demands a balance between openness to foreign cultures and the preservation of local culture. Thus, the use of e-modules in literature learning not only functions as a medium for delivering material, but also as a tool to strengthen national values in students.

This study aims to develop a literary-based e-module with the theme "I Love Indonesia" using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). This model was chosen because of its systematic approach and allows for gradual evaluation in the process of developing teaching materials (Oktaviani & Haryanto, 2021). The ADDIE model has been proven effective in various studies of teaching material development because of its flexibility in adjusting to student needs and the curriculum (Setyaningsih, 2023). With this study, it is hoped that data will be obtained on the development of teacher skills in compiling modules and the effectiveness of e-modules in improving students' understanding of Indonesian literature and culture (Hidayat & Khotimah, 2019).

2. Research Methods

This study uses the ADDIE model-based development method (Analyze, Design, Develop, Implement, Evaluate), which is a systematic approach to designing and evaluating digital teaching materials (Branch, 2009). The ADDIE model is widely used in the development of teaching materials because it provides a structured framework and allows developers to make improvements gradually. Thus, this approach ensures that the teaching materials produced are more in line with user needs and have better quality before being implemented in learning.

This model was chosen because of its flexibility in adjusting the needs of teaching material development and its effectiveness in producing optimal learning products (Morrison, Ross, & Kemp, 2019). One of the main advantages of the ADDIE model is its ability to be adapted in various educational contexts, including in the development of literature-based e-modules. With a systematic structure, this model not only facilitates the design of more effective teaching materials but also allows developers to conduct continuous evaluations to improve the quality of learning.

The first stage, Analyze, is carried out by identifying the needs of literature learning at SD Islam Al Amanah Tangerang Selatan through interviews with teachers and related literature studies (Sugiyono, 2021). In the second stage, namely Design, the design of the e-module

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is carried out based on a needs analysis by paying attention to pedagogical, aesthetic, and interactivity aspects (Alessi & Trollip, 2011). In the development of digital teaching materials, these three aspects are very important to improve students' learning experiences. Furthermore, in the third stage, namely Develop, the e-module is developed using digital learning software and combined with multimedia elements such as text, images, and videos (Gagne, Wager, Golas, & Keller, 2005). The use of multimedia in e-modules plays an important role in improving students' understanding of the material being taught. Fourth, in the Implement stage, the e-module is applied in classroom learning with direct supervision by the teacher, and its effectiveness is measured through student and teacher evaluations (Reiser & Dempsey, 2017). The implementation of e-modules in the classroom not only serves as a trial of the application of technology in learning, but also as an initial step in measuring the extent to which digital teaching materials can improve student learning outcomes. The final stage, Evaluate, involves formative and summative evaluations to assess the success of e-module development and provide recommendations for improvement. Formative evaluations are conducted at each stage to identify deficiencies and refine the design before full implementation, while summative evaluations are used to measure the impact of e-modules on students' reading skills and literary comprehension (Dick, Carey, & Carey, 2022)..

3. Results And Discussion

This study aims to develop an e-module containing literature that can be used by teachers in learning in elementary schools. The e-module development process is carried out based on the ADDIE model which consists of five stages, namely Analyze, Design, Develop, Implement, and Evaluate. The results obtained at each stage of this study are explained as follows.

3.1 Analyze Stage: Teachers' Needs for Literature E-Modules

At this stage, a needs analysis was conducted on the use of e-modules in literature learning at SD Islam Al Amanah Tangerang Selatan. Data were obtained through interviews with 10 teachers and literature studies related to the use of digital teaching materials in elementary education. The results of the analysis showed that six out of ten teachers already understood the concept of using technology in learning, while the other four teachers were still less familiar with the application of e-modules. The majority of teachers stated that they needed digital-based teaching materials that could help increase student engagement in literature learning.
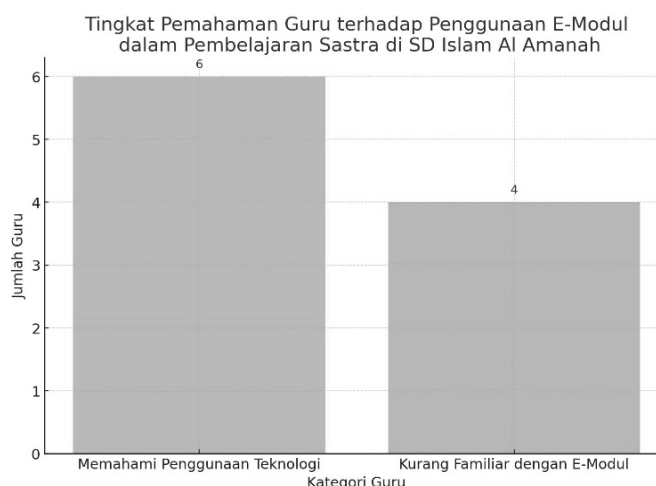

Figure 1. Graph Above Shows The Level Of Understanding Of Teachers At SD Islam Al Amanah Tangerang Selatan

The graph above shows the level of understanding of teachers at SD Islam Al Amanah Tangerang Selatan regarding the use of technology, especially in literature learning using e-modules. Of the 10 teachers interviewed, 6 teachers (60%) have understood the concept of using technology in learning, while 4 teachers (40%) are still less familiar with the application of e-modules. This condition indicates that most teachers are ready to integrate technology into literature learning, but further training is still needed for teachers who do not fully understand the application of digital technology such as e-modules. This also strengthens the

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assumption about the need to develop more interactive and easily accessible literature-based e-modules in order to increase student involvement in the teaching and learning process.

In addition to the lack of understanding in the use of technology, teachers also expressed that the limited availability of interesting and interactive learning resources is one of the obstacles in teaching literature to students. This is in accordance with the opinion of Sadiman et al. (2012) who stated that learning media that are less interesting can cause low student interest in participating in learning, especially in abstract subjects such as literature ([Sadiman, AS, Rahardjo, R., Haryono, A., & Harjito, A. (2012). Educational Media: Definition, Development, and Utilization. Jakarta: PT RajaGrafindo Persada]). Therefore, e-modules are expected to be a solution in increasing student interest in learning literature through a combination of text, images, and videos.

Research conducted by Hwang, Lai, & Wang (2015) also shows that the use of interactive e-modules can increase student participation and facilitate their understanding of learning materials, especially in literacy-based subjects such as language and literature. Therefore, based on the results of this needs analysis, an initial design of an e-module was developed that was adjusted to the needs of teachers and the characteristics of elementary school students. This design was carried out by considering the principles of instructional design according to Dick, Carey, & Carey (2022), which emphasizes that the development of digital teaching materials must pay attention to aspects of cognitive involvement, ease of access, and suitability with the applicable curriculum. So in general, the e-module design needed by teachers at SD Islam Al Amanah Tangerang Selatan is as follows:

Table 1. The E-Module Design Needed By Teachers At SD Islam Al Amanah Tangerang Selatan

Aspek Utama dalam Perancangan Awal E-Modul Sastra "Aku Cinta Indonesia"

Aspek Utama	Deskripsi
Pedagogis	Kurikulum, pembelajaran berbasis proyek, pengembangan keterampilan berpikir kritis dan kreatif
Estetika	Tampilan menarik, warna, ilustrasi, tata letak yang sesuai dengan karakteristik siswa SD
Interaktivitas	Animasi, kuis interaktif, video pembelajaran

3.2 Design Stage: Initial Design of E-Module Based on Analysis Results

This stage involves the initial design of the e-module based on the results of the needs analysis. The design of the e-module is arranged by considering three main aspects, namely pedagogical, aesthetics, and interactivity. From a pedagogical aspect, the e-module is designed to be in accordance with the curriculum and support project-based learning methods. This is in line with Vygotsky's (1978) theory of socio-cultural learning , which emphasizes that learning must be based on social interaction and carried out in a context that is relevant to students' real lives. In this context, e-modules designed based on projects can help students develop critical and creative thinking skills through literary exploration in meaningful situations.

In terms of aesthetics, the e-module is made with an attractive appearance and in accordance with the characteristics of elementary school students. According to the instructional design theory of Alessi & Trollip (2011), the visual aspect in digital teaching materials plays an important role in increasing learning motivation and clarifying the delivery of information. Therefore, this e-module is designed with attractive colors, illustrations, and layouts to suit the preferences and cognitive needs of elementary school students.

Meanwhile, from the aspect of interactivity, e-modules are equipped with various multimedia elements such as animation, interactive quizzes, and learning videos to enhance students' learning experience. According to Mayer (2009), in the Cognitive Theory of Multimedia Learning , learning that integrates visual and auditory elements can improve students' conceptual understanding and memory because information is processed through dual pathways in the brain. Therefore, the use of animation and video in e-modules aims to help students understand literary materials better through a richer learning experience.

As an initial design illustration for the development of this e-module, we can see the following image:
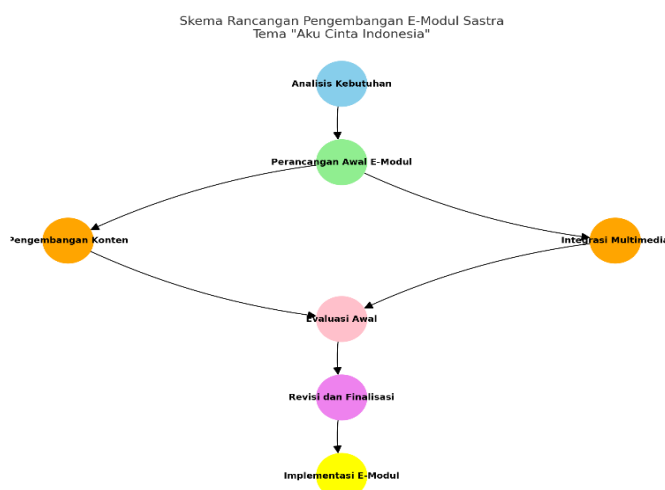
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Figure 2. The Initial Design Of This E-Module

The initial design of this e-module also includes the preparation of literary content consisting of folklore materials, children's poems, and fables packaged in digital form. In addition, a guide to using the e-module for teachers was also prepared so that they can optimize its use in learning. This guide was prepared by considering the technology-based learning model according to Reiser & Dempsey (2017), which emphasizes the importance of training for educators in integrating technology effectively in learning. Thus, this e-module is expected to not only provide benefits for students, but also help teachers in implementing more innovative and interesting literature learning.

3.3 Develop Stage: Development and Revision of E-Modules

(R&D) activities in this study resulted in a product in the form of an e-module containing literature with the theme "I Love Indonesia" for Elementary School (SD) students. In the process, the development of this e-module considered important aspects such as validity, attractiveness, practicality, and effectiveness. The validity aspect of the product was assessed through validation from content or learning material experts and media design experts. Meanwhile, evaluations related to attractiveness, practicality, and effectiveness were carried out through user trials involving small groups and field tests at SD Islam Al Amanah Tangerang Selatan. The results of the validation by content material experts showed an achievement of 93%, while the results of the validation by media content experts obtained an achievement of 91%. More detailed information regarding the results of the assessment is presented in Figure 1 below:
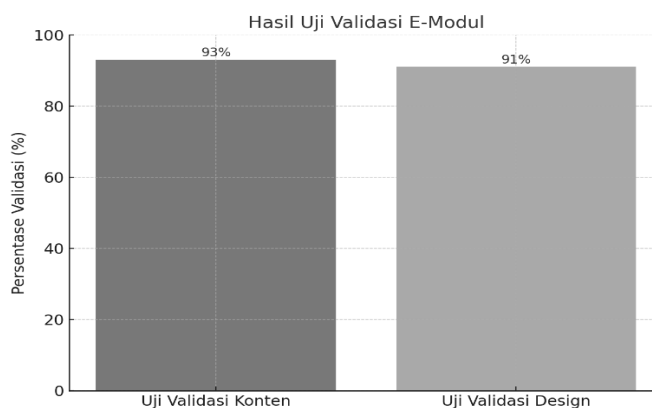

Figure 3. Validation tests

Validation tests were conducted on media materials and designs because according to the Multimedia Learning theory proposed by Mayer (2009), the use of a combination of text,

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image, and audio elements in learning can improve conceptual understanding because information is processed through visual and auditory pathways simultaneously. Mayer emphasized that proper multimedia integration can reduce cognitive load and improve learning effectiveness.

Next, a trial was conducted on a small group with the aim of testing the quality of the literature e-module with the theme "I Love Indonesia", as well as obtaining teacher assessments on the aspects of the appeal and practicality of using the e-module in learning. Based on the results of the small group trial, teacher assessments of the appeal of the e-module reached a percentage of 91%, while the assessment of the practicality of the e-module according to teachers reached a percentage of 86%. The results of the assessment in detail can be seen in figure 4 below.
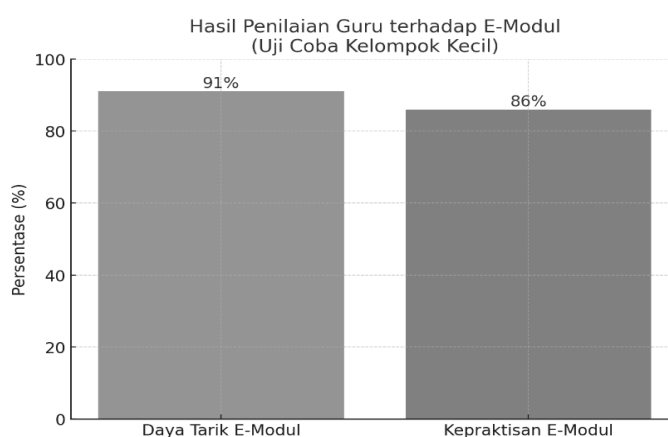

Figure 4. The Results Of The Assessment In Detail

The graph above shows the results of teacher assessments of the literature e-module themed "I Love Indonesia" based on small group trials. The graph shows that the appeal of the E-Module obtained a percentage of 91%, indicating that the e-module has a very attractive appearance for both teachers and students. In addition, the practicality of the E-Module obtained a percentage of 86%, indicating that the e-module is quite practical to use in the learning process. This can mean that the overall results of the development of this E-Module have received a positive response from teachers, both in terms of appeal and practicality, so that it is worthy of being used in SD Islam Al Amanah Tangerang Selatan.

3.4 Implementation Stage: E-Module Trial by Teachers in Learning

The implementation stage was carried out by implementing e-modules in literature learning in grade IV of SD Islam Al Amanah Tangerang Selatan. The trial was conducted in two learning sessions, where the teacher used e-modules as the main media in teaching literature materials. The results of the implementation of this e-module can be seen in the following table.
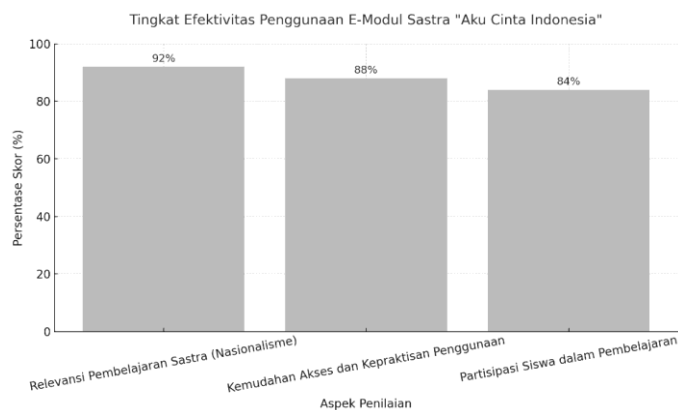

Figure 5. Results Of The Implementation

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Based on the results shown in the table above, the literature e-module with the theme "I Love Indonesia" that was developed has a high level of effectiveness in use. The highest score is in the aspect of the relevance of literature learning to foster student nationalism, which reaches 92%. This shows that the e-module is very effective in conveying literary content wrapped in appreciation activities, especially those related to strengthening nationalist values in accordance with the objectives of the Merdeka Belajar curriculum. In addition, the aspect of ease of access and the level of practicality of use also received a very good rating, namely 88%. This assessment confirms that the e-module is easy to use by teachers and students and is in accordance with the needs of literature learning in elementary schools. Finally, the aspect of student participation in learning received a relatively lower score, namely 84%, which is reinforced by students' recognition that they are more interested in reading literary texts in digital format compared to printed textbooks, although this also indicates the need for further improvement in the interactive elements in the e-module. Therefore, it is necessary to improve interactive features such as adding group-based activities, interactive quizzes, or digital simulations to increase active student involvement. With these improvements, it is hoped that the e-module will not only be practical for teachers to use, but will also be more interesting and useful for students in understanding and applying the character values of love for the homeland.

Technology Integration Model theory proposed by Koehler and Mishra (2009), the effectiveness of using technology in learning is highly dependent on the balance between three main aspects, namely Technological Knowledge (TK) , Pedagogical Knowledge (PK) , and Content Knowledge (CK) known as the TPACK model. In this context, the implementation of e-modules must consider the readiness of teachers to master technology, the pedagogical strategies used, and the suitability of the content to the applicable curriculum ([Koehler, MJ, & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70]).

3.5 Evaluate Stage: Assessment of E-Module Effectiveness and Teacher Response

Evaluation is conducted in two forms, namely formative evaluation during the development process and summative evaluation after the implementation of the e-module. Formative evaluation is conducted at each stage to identify deficiencies that need to be corrected before the e-module is widely implemented.

Meanwhile, summative evaluation was conducted to measure the effectiveness of the e-module in improving students' understanding of literature. The evaluation results showed that 84% of students experienced an increase in understanding literary texts after using the e-module. In addition, teachers involved in the trial also gave positive responses to this e-module. Based on the questionnaire given to teachers, 90% of teachers stated that the e-module helped them in compiling and delivering literary materials more effectively. In general, the evaluation results can be seen in the following diagram:
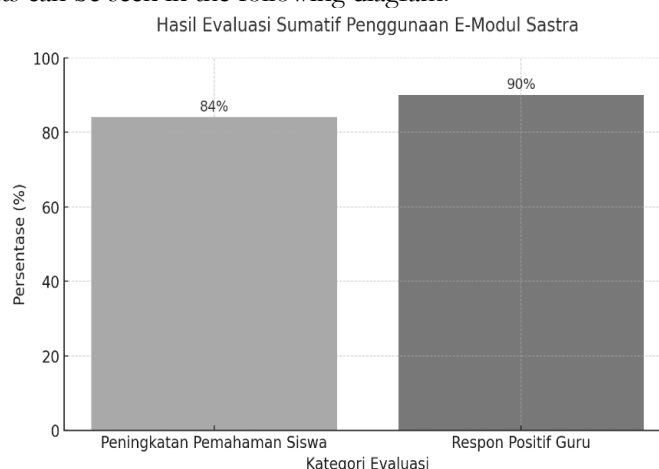

Figure 6. The Evaluation Results

Despite having results that show a positive trend, teachers also provided some input, such as the need for additional guidance for teachers who are not yet accustomed to using

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technology in learning and the development of automatic quiz features to facilitate learning evaluation.

4. Discussion

4.1 Analysis of Research Objective Achievement

This study aims to develop a multimedia-based literature e-module that can improve teachers' skills in compiling digital teaching materials and improve students' understanding of literary materials. The results of the study indicate that the developed e-module has met the stated objectives. From the trial results, teachers stated that this e-module helped them deliver the material more interestingly and effectively. This is in line with Mayer's (2021) findings in Multimedia Learning theory , which states that the combination of visual and verbal elements in digital learning can increase student engagement and understanding.

From the students' perspective, the implementation of e-modules has been shown to increase their interest in studying literature. Observation data shows an increase in students' active participation during learning using e-modules compared to conventional textbook-based methods. In addition, the evaluation results show that students' understanding of folklore, children's poetry, and fables has increased significantly. This supports research conducted by Clark and Mayer (2016), which states that the use of interactive media in learning can improve students' memory and understanding.

4.2 Advantages and Challenges in Implementing E-Modules

The use of e-modules in literature learning provides several advantages. First, e-modules offer a more interactive learning experience through a combination of text, images, animations, and videos. According to Jonassen (2012), technology that supports interactivity in learning can improve students' knowledge construction. Second, e-modules allow flexibility in learning, where students can access materials at any time according to their own learning speed. This advantage is in accordance with the concept of self-paced learning proposed by Zimmerman (2002), which emphasizes the importance of independent learning in improving learning outcomes.

However, there are several challenges in implementing this e-module. One of the main obstacles is the level of teacher readiness in integrating technology into learning. Although most teachers already understand the concept of digital learning, there are still some teachers who need further training to optimize the use of e-modules. Another challenge is the limited facilities and infrastructure, such as computer devices and stable internet connections, which can affect the effectiveness of e-module implementation in schools.

4.3 Implications of Research Results in the World of Education

The results of this study have broad implications in the world of education, especially in the development of digital teaching materials based on literature. With this e-module, teachers have alternative teaching materials that are more interesting and innovative for teaching literature in elementary schools. In addition, this study emphasizes the importance of digital literacy for teachers in designing technology-based learning. In line with this, these findings are able to support the digital transformation policy in education initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). The use of e-modules can be one solution in overcoming the limitations of printed teaching materials and improving the quality of technology-based learning. According to Redecker and Punie (2017), the integration of technology in education not only functions as a tool , but also as a catalyst for change in pedagogical approaches.

As a follow-up, this research opens up opportunities for the development of artificial intelligence (AI)-based e-modules that can adjust learning materials according to students' level of understanding. Thus, this research not only contributes to the teaching of literature, but also provides a foundation for digital-based educational innovation in the future.

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5. Conclusion

The development of a literature e-module with the theme "I Love Indonesia" through the ADDIE model has succeeded in producing effective learning media in improving students' understanding of literature while strengthening students' nationalistic character at Al Amanah Islamic Elementary School, South Tangerang. The results of the study indicate that the developed e-module has been effective in improving the quality of literature learning. At the Analyze stage , it was found that teachers have a high need for interesting and interactive digital teaching materials. The Design stage produces an e-module design that considers pedagogical, aesthetic, and interactivity aspects. At the Develop stage , the e-module was developed by utilizing digital learning software and tested on a limited scale. The implementation of the e-module in learning showed a positive response from teachers and students, which was reflected in the increased participation and understanding of students' understanding of literature materials. Evaluation of this e-module showed its effectiveness in supporting learning, despite challenges such as teacher readiness and limited technological infrastructure.

The results of the study emphasize the importance of strengthening teacher competence in utilizing technology in learning, especially in designing interactive e-modules that are in accordance with student needs. The implications of this study illustrate the importance of digital transformation in elementary school literature learning. The integration of technology into teaching materials not only increases student engagement but also encourages teachers to develop their digital literacy skills. Thus, this study contributes to digital-based learning innovation and opens up further opportunities for the development of more adaptive interactive teaching materials in the future..

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