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Ethnopedagogy-Based Literacy E-Modules in Pancasila Education Subjects

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Abstract

This article examines the level of validity and effectiveness in the use of literacy e-module teaching materials with ethnopedagogy as a learning approach in Pancasila Education subjects. The research method chosen is Research & Development with the ADDIE development model. The subjects in this study were material and learning media experts and e-module product trials on students. E-module teaching materials were used as the object of research. Data collection used interview sheets, teacher and learner needs analysis sheets, pre-test and post-test questionnaires, and respondent questionnaires. The data analysis used descriptive qualitative and descriptive quantitative methods. The results of this study state that in the product validation test by experts obtained a result of 1 using the Gregory test calculation and included in the category with Very High Validity. For the Learner trial, it obtained a score of 87.68% with very good criteria. Based on the results of the results of working on the pre-test and post-test questions of students with the N-Gain Score test, a value of 75.43% was obtained, with the N-Gain effectiveness category being "quite effective". The score for the acquisition of the N-Gain Score value of 0.56 with the criteria for increasing the learning outcomes of "Moderate" Learners. Overall, the validation results can prove that ethnopedagogy-based literacy e-module teaching materials in Pancasila Education subjects for grade IV at SD Negeri Keret are very feasible to be applied in learning.

Keywords: E-Module Literacy; Ethnopedagogy; Pancasila Education

INTRODUCTION

Indonesia is one of the countries with diverse cultural diversity. However, currently the progress of the Indonesian nation is strongly influenced by globalization, where the development of Science and Technology (IPTEK) can easily access all forms of information quickly and practically, so this can make it easier for people to know all the information in the world and even the information obtained can no longer be controlled. This will have an impact on the traditional cultural knowledge of the Indonesian people which is increasingly fading and being eroded by modernization. In the current era of modernization, cultural understanding among children and adolescents

is still shallow, because they more often follow the lifestyle of westerners (Sumali, 2020). One of the causes of the fading of knowledge and understanding of the Indonesian culture is not mastering cultural literacy (Hadiansyah et al., 2017; Pratiwi & Asyarotin, 2019).

The literacy understanding that must be possessed by Indonesian Citizens is Cultural Literacy. At this time, it is very important for Learners to instill a sense of love for the coun²⁷, preserve the culture of their country and master cultural literacy. This is in line with the Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 37 of 2018 which states that educators must be able to become agents of cultural promotion for students, so that they continue to love local cultural heritage by integrating the value of local wisdom contained in learning (Sugara & Sugito, 2022).

The approach of local wisdom in teaching and learning activities and the utilization of technological sophistication can be managed by teachers optimally. The implementation of learning activities that lead to the provision of local wisdom values embedded in learning can be applied through ethnopedagogy. In integrating the values of local wisdom in learning, especially in the subject of Pancasila Education, it is very dependent on the creativity and understanding of a teacher in terms of compiling the Flow of Learning Objectives and Teaching Modules and the accuracy of the teacher in choosing learning strategies and innovative learning media (Kusyadi, 2021). The application of ethnopedagogy at the elementary school level needs to be implemented using innovative, creative, and interactive teaching strategies and materials in the hope that it can attract the attention of learners to understand and implement their own local culture (Oktavianti & Ratnasari, 2018). Stigler & Heibert in (Rochmayanti & Istiningsih, 2023) continue that the role of ethnopedagogy is to continue to create leaders for the future who have an understanding of culture and its relevance to education. Ethnopedagogy is expected to be able to provide a new nuance or atmosphere in the learning process in elementary schools, so that Learners not only get material from the theory delivered by the teacher, but Learners will also easily understand and understand about their own culture and the wisdom values contained in local culture. With the hope, Learners can be able to recognize their culture in the Pancasila Education subject. ⁷

In the learning process, of course, there needs to be facilities and infrastructure as a tool to facilitate the implementation of learning activities in the classroom. One of them is by using teaching materials. Teaching materials play a very important role in achieving a learning goal. Therefore, the teaching materials used by teachers must have new innovations by paying attention to the needs of students.

Based on observations at SD Negeri Keret on May 26, 2023, that there are some teachers who still apply conventional learning such as lectures. The delivery of learning material using the lecture method is delivered from the beginning of learning to the end of learning. As is the case, Mrs. Erni Yuni Astutik as the fourth grade teacher at SDN Keret. From the results of interviews with Mrs. Yuni, it shows that teaching and learning activities in class IV, especially in the subject of Pancasila Education with material about culture, are considered less than optimal. The teaching materials used by her are only general textbooks, namely Teacher's Books and Student's Books. Limited time and energy become her obstacles in making teaching materials that are more interesting and interactive. According to Mrs. Yuni, the teaching materials that she has been using are not optimal enough in improving the value of Pancasila Education subjects, especially in cultural material. With the development of today's technology, teachers should be able to create digital-based interactive teaching materials because as much as possible teachers must make the atmosphere in the classroom or teaching and learning activities more

interesting, fun, and include students in the learning process so that they easily accept the material and do not quickly feel bored while learning. But so far, he has not tried to make and apply teaching materials in the form of interactive e-modules to be applied to students. The learning material presented in the student study book has a design that tends to be monotonous so that it makes Learners become bored quickly and fades the enthusiasm and interest in learning, especially in terms of reading. This is in accordance with research (Wulansari et al., 2018) which explains that most educators still use general teaching materials such as books and these teaching materials are still presented with an unattractive design display so that this will reduce the interest of students to read them. The utilization and use of teaching materials that are less than optimal in reading literacy activities make students not interested or less interested in reading activities, even according to the assumption of students reading activities are boring activities. One of the factors causing this is the unattractive appearance of the book (Adibah, 2022; Maharani et al., 2015).

Based on the situation of these problems, it is very necessary to have a learning innovation that can develop into a valuable and meaningful teaching material, especially with digital-based teaching materials. One alternative form of teaching material is modules. Modules are teaching materials whose material content is concise and compact which is assembled or arranged for the achievement of a learning objective. With the development of increasingly advanced technology, it can shift conventional learning styles to digital. The development of e-module teaching materials can be an alternative teaching material for students as well as teaching materials for digital literacy in learning (Kurniawan & Kuswandi, 2021). With this learning innovation, it is hoped that it will be able to create a learning atmosphere that is fun, not boring, interesting, and students are expected to understand the material more easily and can also increase students' cultural literacy activities.

The results of previous research reveal that e-module teaching materials using the local wisdom approach in Indonesian language subjects are considered very feasible to use in learning activities at school and have succeeded in helping students understand and learn material in learning, so that with this will achieve a learning goal (Rochmayanti & Istiningsih, 2023). In addition, previous research has also been conducted by (Buchori & Rahmawati, 2017), concluded that the application of e-modules as teaching materials in elementary mathematics subjects with geometry material using the PMR approach is considered to improve the learning outcomes of students. Previous research conducted by (Putra, 2017) found research results that explain that ethnopedagogy is one of the learning approaches that can be implemented in improving elementary science learning materials by including local wisdom values as a learning resource.

From some previous research results, it indicates that the selection and application of e-module teaching materials in teaching and learning activities in the classroom has a positive impact and has been able to improve student learning outcomes. However, currently there is no research that uses Pancasila Education subjects in the application of the literacy e-module. Therefore, researchers chose to make teaching materials in the form of e-modules with ethnopedagogy as a learning approach for Pancasila Education, which in its design researchers combined educational science, technological advances and added the value of local wisdom with the hope that students could be able to master and know the local wisdom of their own culture in the subject of Pancasila Education.

This research generally aims to produce Ethnopedagogy-Based Literacy E-Modules and specifically aims to describe the validity of the product, the practicality of the product and the effectiveness of the use of Ethnopedagogy-Based Literacy E-Modules teaching materials in Pancasila Education Subjects. With the E-Module teaching material, it is hoped that it will be able to increase students' interest in reading or literacy related to the culture that exists in Indonesia.

METHODS

This research uses research and development methods. According to Borg and Gall in (Supriyono, 2022), "The research and development method in education is a research process that functions to develop and validate an educational product", the statement can be interpreted that this method is needed to develop and determine a development product in a research process. This research was conducted using the development research method or RnD with the target target to be achieved, namely to publish and test the effectiveness and validity of a product developed or by perfecting a pre-existing product by providing a new innovation tailored to the needs of students, school conditions and current technological developments, so that this increase knowledge and broaden the horizons of students. In the field of education, research and development products can be in the form of media, modules, teaching aids, models, evaluation tools, and others. The product developed by the researcher is a literacy e-module teaching material with ethnopedagogy as a learning approach for Pancasila Education with material taken from Unit 3 Building Identity in Diversity for Grade IV SD.

The research model used is the ADDIE research model developed by Dick and Carey (Mulyatiningsih, 2011). In this model, there are five stages of development, namely the first stage of analysis, the second stage of planning, the third stage of development, the fourth stage of implementation, and the fifth stage of evaluation. The research and development steps used in this study used the ADDIE model as follows:

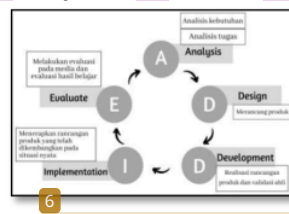


Figure 1. Stages of Development Research with the ADDIE Model

The analysis stage is a research stage consisting of several processes, namely needs assessment and task analysis. In this study, the analysis was carried out by taking preliminary data at SDN Keret in the form of observation sheets and conducting interviews with teachers and grade IV students. The interview was conducted through an interview sheet on September 7, 2023 and obtained some information about how the process of Pancasila Education learning activities, the availability and use of Pancasila Education teaching materials in the classroom. Based on the results of these interviews in the needs analysis, it is known that students need innovative and interactive teaching materials in Pancasila Education subjects on cultural diversity so that they easily understand the learning material. In addition, task analysis is also needed to identify the main tasks that must be performed by students. Task analysis consists of analyzing the Learning Outcomes (CP) and Learning Objectives (TP) related to the material to be

developed through the teaching materials to be created. In the design stage, researchers collected some data, made flowcharts, and storyboards. Storyboard is an initial description of the idea of a product to be developed by describing the initial sketch of the e-module to be made (Kunto et al., 2021). This stage also determines the software or software that will be used in making the product. At the product development stage, it begins with making e-module teaching materials that have been negotiated and approved by the supervisor. Not only that, in the process of developing e-module teaching material products, product legalization is carried out by material and learning media experts. The implementation stage is by conducting product trials to students to find out how users respond to the e-module teaching materials that have been developed. Then the last process is the evaluation stage to determine the results of user assessment of products developed based on expert assessments and the results of Learner responses.

Fourth grade students are the main subjects in this study. Learners are direct users in the use of e-module teaching materials made by researchers. Not only that, researchers can also observe and assess whether e-module teaching materials are feasible when the learning process is taking place in the classroom. E-module teaching materials with material taken from Unit 3 Building Identity in Diversity in the subject of Pancasila Education grade IV SD are the object of this research. The product validity test was carried out by several experts, namely material and learning media experts. Meanwhile, the e-module teaching materials were tested by fourth grade students of SD Negeri Keret, Sidoarjo Regency with a total of 19 students.

Data analysis uses quantitative data and qualitative data. Quantitative data is obtained from the numbers in the validity analysis and then calculated using several appropriate formulas. In this study, quantitative data were obtained from the calculation of expert validation instruments, questionnaires of Learner respondents, and calculations of test score data (pre-test and post-test). While qualitative data analysis is used to obtain information based on responses in the use and efficiency of e-modules by students and the results of criticism and suggestions from learning media experts through systematic data preparation in the form of a word or sentence arrangement. The grouping of each object in this research will then be processed and will reach a general conclusion.

Data collection techniques and instruments used in the study were observation, interviews, Learner and Teacher needs analysis sheets, documentation, learning devices, teaching materials, tests (pre-test and post-test) and respondents' questionnaires. This study uses data analysis techniques which are divided into three, namely the E-Modul validity test, the E-Modul practicality test and the E-Modul effectiveness test. The following is an explanation for each data analysis technique:

1. E-Module Validity Test

This data analysis is useful for analyzing the level of validity of the product data developed using quantitative data. Validation of e-module teaching materials was carried out by two instrument validators using a Likert scale, namely (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The calculation technique uses the Gregory Test formula involving two validators, namely material and learning media experts. Testing the validity of e-module teaching materials was tested using the Gregory validity test. The formula used in the Gregory validity test is (column D divided by A+B+C+D) (Gregory, 2000: 98-99).

$$Vi = \frac{D}{A + B + C + D}$$

The Gregory Test validity criteria can be seen in table 1.

Table 1. Gregory Test Validity Criteria

Value Range	Criteria
0,8 – 1	Very High Validity
0,6 – 0,79	High Validity
0,40 – 0,59	Medium Validity
0,20 – 0,39	Low Validity
0,00 – 0,19	Very Low Validity

2. E-Modul Practicability Test

The e-module practicality test was tested by giving an assessment questionnaire to students. The respondent's questionnaire uses a Likert scale, namely the value (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The questionnaire was given to students after trying to implement the e-module teaching materials. The calculation of the results of the user respondent questionnaire was calculated using the formula according to (Pangestu, D. M. & Wafa. A. A., 2018).

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

The results of the respondent's percentage will be converted into data by referring to the product trial assessment criteria shown in table 2.

Table 2. Product Trial Criteria by Learners

Value Range	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fairly Good
21% - 40%	Not Good
0% - 20%	Not very good

3. E-Modul Effectiveness Test

The test of the effectiveness of the use of this e-module is calculated using data on the test scores of students. This test is needed to determine how much the level of achievement of predetermined learning objectives. The data on the results of this product trial were collected using pre-test and post-test questions, the aim is to find out the improvement in the ethnopedagogy-based literacy results of Learners after and before using e-module teaching materials in Pancasila Education subjects.

Assessment calculations are carried out using N-Gain analysis to determine the development of the value of the results of working on pre-test and post-test questions on the e-module. The following is the N-Gain calculation formula used in the e-module effectiveness test:

$$N-Gain = \frac{Postest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

After the results of the N-Gain are obtained, then proceed to calculate the value of the Learners using the N-Gain category shown in table 3 and table 4.

Table 3. Criteria for Improving Student Learning Outcomes
N-Gain Score Division

N-Gain value	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Source: (Meltzer, 2002)

Table 4. Interpretation of the Effectiveness of Learner Learning Outcomes
N-Gain Effectiveness Interpretation Category

Percentage (%)	Interpretation
< 40	Not Effective
40 - 55	Less Effective
56 - 75	Moderately Effective
> 76	Effective

Source: (Hake, 1999)

RESULTS AND DISCUSSION

The results of the development of ethnopedagogy-based literacy e-modules teaching materials in Pancasila Education subjects are passed from the process of product analysis, planning to product design, product development, product application and product evaluation. At the analysis stage, it shows that in the learning process in class IV SD Negeri Keret has not used technology-based teaching materials with the e-module model to explain learning material. In addition, students do not have the enthusiasm and interest to take part in the learning process. This is indicated by most of the Learners not paying attention to the Teacher when explaining the lesson, so that the Learners' understanding of the material becomes less than optimal. Therefore, Learners really need innovative teaching materials to increase the enthusiasm for learning of Learners so that it is not difficult to understand the material delivered by the Teacher and these teaching materials can be used by Learners as a medium to increase digital literacy. It is known from the results of interviews, mentioning that in the material of cultural diversity that focuses on the value of local wisdom requires innovative and effective teaching materials. Based on the competency analysis, it is known that the material is in Unit 3 of Pancasila Education with the theme of Building Identity in Diversity. After analyzing the Learning Objectives (TP), then proceed with analyzing the Indicators of Achievement of Learning Objectives (IKTP) which is done by discussing with the fourth grade teacher of SD Negeri Keret.

The second research result is related to the e-module design stage. The e-module design stage begins with creating a story board and flowchart using the Canva Pro application. At this stage, the preparation of learning tools is also carried out using Microsoft Word 2019. The learning tools are in the form of Teaching Modules (MA) which are adapted to the material of Cultural Diversity with the value of local wisdom in the area around the place of residence which will be displayed in the e-module teaching materials, the preparation of the Flow of Learning Objectives (ATP) obtained from the teacher.

The third research result is related to the development stage. At this stage, researchers develop teaching materials in accordance with the product design that has been made. The next process is the e-module teaching material development stage starts from creating a cover page, French page, preface, instructions for use, table of contents, learning objectives, concept maps, learning materials, exercise and evaluation questions, answer keys, summaries, bibliography and author profiles made using the Canva Pro application. Then, the results are downloaded in PDF file format. The file is then made into an e-book model with the help of the Heyzine Flipbooks website, in the flipbook display then added several learning videos and links containing exercise questions, educational games, and evaluation questions made using the help of the Wordwall website. Not only that, at this stage researchers prepare an e-module validity questionnaire, so that at this stage a real e-module product will be produced. Then, the completed e-module teaching materials were discussed with the supervisor. The following are the results of the display of literacy e-module teaching materials with an ethnopedagogical approach to Pancasila Education subjects with material content about local wisdom in the Sarjo area. The display of teaching materials that have been developed is presented in Figure 2.

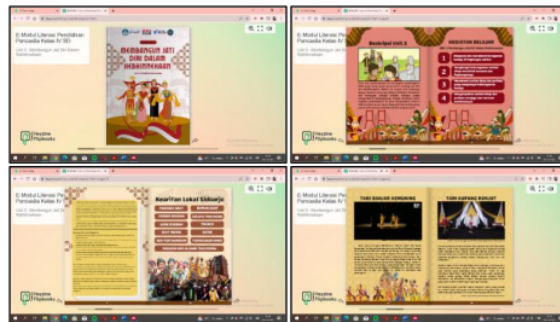


Figure 2. Screen Display and Material Content of the E-Module

After the e-module teaching materials were completed, the researchers continued to the next stage, namely the implementation of the e-module teaching materials. In the process of implementing the e-module teaching materials, the product was tested on grade IV students at SD Negeri Keret with a total of 19 students. It begins with students accessing the e-module link that has been prepared by the teacher on a personal smartphone independently. After the learners try the e-module link, then fill out the trial questionnaire and provide criticism and suggestions for the teaching materials developed.

The last stage of the research process is the evaluation stage of e-module teaching materials. In this section, it begins with revising the e-module product in accordance with the criticism and input that has been written by users, which includes validation of validator lecturers and e-module trials on students so that the e-module teaching material products developed have good quality. The results of the validity of e-modules from lecturer validators and student trials are presented in Table 5 and Table 6.

Table 5. Results of E-Module Validity by Experts

No.	Indicator	Expert/Score		Tabulation
		1	2	
1	Organized in the placement of icons or menus	3	4	D
2	Simple but neat	4	3	D
3	The attractiveness of the colors used	4	4	D
4	The attractiveness of the colors used	4	4	D
5	Clarity of information conveyed	3	4	D
6	Appropriateness of image illustration	4	4	D
7	Appropriateness of content layout	4	4	D
8	Clarity of material	4	3	D
9	Selection of words used in e-modules	3	4	D
10	Able to invite involvement in the use of media	4	3	D
11	In accordance with student needs	3	4	D
12	Easy for students to understand	4	3	D
13	The accuracy of the selection of the size of the text presented	4	3	D
14	Consistency of text use	4	4	D
15	The menu is easy to understand	4	4	D
16	Icons and navigation buttons are easy to understand	4	3	D
17	Consistency in the use of icons as navigation buttons	4	4	D
18	The suitability of the animation used in the material	3	4	D
19	The suitability of the images used in the material	4	4	D
20	Accuracy of sound/audio presentation	4	3	D
21	Sound/audio quality	4	4	D
22	Video display quality	4	4	D
23	Length of video duration	4	4	D
24	Appropriateness of video use with the material	4	3	D
25	Appropriateness of the use of sentences with the intellectual level of students	4	3	D
Amount				25 D

Based on the results of the validity of the e-module by the expert presented in the table above, it is known that the number of values D = 25, while the values A, B, C = 0. Then, from the acquisition of the value data, it is converted into the following Gregory validity test formula:

$$\begin{aligned}
 Vi &= \frac{D}{A + B + C + D} \\
 &= \frac{25}{0+0+0+25} \\
 &= \frac{25}{25} \\
 &= 1
 \end{aligned}$$

Based on the results of the above calculations using the Gregory validity test formula, a value of 1 is obtained. When viewed in the table of validity criteria for the Gregory test, the results of these calculations are included in the value range of 0.8 - 1 by getting the criteria "Very High Validity".

Table 6: Results of E-Module Trial by Learners

No.	Name	Score	Max Score	Percentage	Categori
1	ARS	115	125	92%	Very Good
2	AZA	118	125	94%	Very Good
3	ANW	112	125	90%	Very Good
4	ADM	113	125	90%	Very Good
5	AAR	109	125	87%	Very Good
6	CCDPN	115	125	92%	Very Good
7	KKA	108	125	86%	Very Good
8	MEP	108	125	86%	Very Good
9	MA	115	125	92%	Very Good
10	MAAM	120	125	96%	Very Good
11	MM	103	125	82%	Very Good
12	MSAF	114	125	91%	Very Good
13	MFIAN	104	125	83%	Very Good
14	MRPB	108	125	86%	Very Good
15	RWAN	111	125	89%	Very Good
16	SR	106	125	85%	Very Good
17	VFNA	103	125	82%	Very Good
18	VKW	94	125	75%	Good
19	ZVF	110	125	88%	Very Good
Total Percentage				1666%	

$$\begin{aligned}
 \text{average trial result} &= \frac{\text{Total Percentage}}{\text{Number of Students}} \times 100 \\
 &= \frac{1.666\%}{19} \times 100 \\
 &= 87,68\%
 \end{aligned}$$

Based on the table of e-module trial results by students presented above, the percentage of e-module trial results is 87.68%. When viewed in the e-module trial criteria table, the calculation results are included in the value range of 81% - 100% by getting the criteria "Very Good".

Table 7. Learner Learning Outcomes
N-Gain Score Calculation

NO	Postest	Pretest	Post - Pre	Ideal Score (100-Pre)	N Gain Score	N Gain Score (%)
1	100	82	18	18	1,00	100,00
2	94	88	6	12	0,50	50,00
3	100	82	18	18	1,00	100,00
4	82	46	36	54	0,67	66,67
5	94	76	18	24	0,75	75,00
6	94	52	42	48	0,88	87,50
7	88	58	30	42	0,71	71,43
8	82	34	48	66	0,73	72,73
9	88	58	30	42	0,71	71,43
10	88	40	48	60	0,80	80,00
11	82	70	12	30	0,40	40,00
12	94	76	18	24	0,75	75,00
13	85	58	27	42	0,64	64,29
14	100	94	6	6	1,00	100,00
15	88	28	60	72	0,83	83,33
16	94	58	36	42	0,86	85,71
17	100	58	42	42	1,00	100,00
18	94	88	6	12	0,50	50,00
19	94	85	9	15	0,60	60,00
Mean	91,63	64,79	26,84	35,21	0,75	75,43

Based on the data on student learning outcomes in the table above, resulting in the calculation of the average N-Gain Score of 75.43%, these results show that the use of ethnopedagogy-based literacy e-module teaching materials in Pancasila Education subjects is considered quite effective because the average value results are between 56-75 with the interpretation of N-Gain effectiveness is "quite effective". Then, for the N-Gain Score value of 0.56 is in the range of values between $0.3 \leq g \leq 0.7$ according from the criteria for improving student learning outcomes, the value is categorized into the N-Gain Score category "Moderate".

Based on the results of the e-module trial, the percentage is 87.68% with a very good qualification category. From the analysis criticism and suggestions, there is input from students to add more educational games. From the results of the e-module trial, it can be concluded that ethnopedagogy-based literacy e-modules with Pancasila Education subject content are valid for use as digital teaching materials in schools with very good qualifications through expert tests and student trials. Thus, this e-module teaching material is considered feasible to use as a teaching material for learning in digital form.

Overall, the results of the data analysis can be said that the Ethnopedagogy-Based Literacy E-Module teaching materials in Pancasila Education Subjects for grade IV at SD Negeri Keret are very suitable and feasible to be implemented in classroom learning. This is in line with the results of previous research which states that e-module teaching materials are teaching materials in systematically designed learning that are presented in digital form as well as teaching materials that are presented independently in a particular

learning material. The interactive display of e-module teaching materials that presents several learning videos, quizzes, and educational games can enrich the knowledge and experience of Learners to be more meaningful (Kurniawan & Kuswandi, 2021). The results of previous research from (Oktavianti & Ratnasari, 2018) using e-module teaching materials with an ethnopedagogical approach explain that the implementation of classroom learning using local wisdom-based media with an ethnopedagogical learning approach is considered more effective. This shows that the learning approach with ethnopedagogy can be taught in the classroom if the application is presented using local wisdom-based teaching materials.

This e-module teaching material was developed using the ADDIE model, which is a development model composed of several systematic stages to answer problems in the learning process in the classroom. This e-Module has several limitations. The limitation is the possibility that students will take a long time to be able to understand the material contained in the e-module because students must read the material with focus and carefully without any direct explanation from the teacher. However, this can be overcome by providing information in the form of a guide to the use of e-modules to the parents of students. With this, students can study accompanied by parents at home. Based on these problems, the recommendation is to add a background of the teacher explaining or by adding a learning video to the e-module so that students can learn independently through the explanation of the audio. Another limitation is related to access to e-module teaching materials that use the internet network to access them. This limitation can be overcome with support from the school to facilitate the use of e-modules with the help of school wifi or with the help of teachers to facilitate the use of mobile hotspots for students who do not have internet quotas. If students access the e-module teaching material link at home, then the parents of students are expected to be able to facilitate it by installing wifi at home or by buying an internet quota.

CONCLUSION

The development of literacy e-module teaching materials with an ethnopedagogical approach to Pancasila Education subjects using the ADDIE research method is declared to have met the excellent category and is feasible to be implemented in the learning process at school based on the calculation of the assessment results in material and learning media from validator lecturers or expert lecturers and student product trials. Thus, this e-module teaching material is very suitable and feasible to use as teaching material or learning resources for students because it is very practical, easily accessible at any time, connects learning with local cultural diversity, presents an attractive design to encourage enthusiasm and interest in reading students in improving cultural literacy. Not only that, the application of e-module teaching materials can also encourage Teacher creativity in creating innovative, effective, and interesting teaching materials by using animated videos and illustrations to support learning and learning can be done independently by Learners.

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