ELECTRONIC DEVELOPMENT OF LOCAL CONTENT-BASED CITIZENSHIP EDUCATION COURSE MODULES IN SOUTH SUMATRA

Amir Hamzah[1], Nurlaeli[2], Aulia Rizki Febriani[3]
Isnainun Wahyu Saputra[4], Ines Tasya Jadidah[5], Ahmad Syarifuddin[6]
[123456]Universitas Islam Negeri Raden Fatah Palembang; Indonesia
Correspondence email; amirhamzah_uin@radenfatah.ac.id

Abstract	The purpose of this research is to produce an electronic module with South Sumatra Local Content in Madrasah Ibtidaiyah Civic Education Course in PGMI FITK UIN Raden Fatah Palembang, develop a valid PKN Electronic Module, and develop a practical electronic module. The research method used is Research and Development, with the ADDIE model. The needs analysis data and trials were obtained from students. Data collection techniques through questionnaires, observations, and interviews. The subjects of this study were students and lecturers. Data analysis was carried out through data analysis of validation results and practicality data using a Likert Scale and Practicality Test. The results of the development carried out by electronic modules, namely Needs Analysis, Student Analysis, Curriculum Analysis and Material analysis so that Electronic Modules can be developed according to the needs of the Electronic Modules that have been designed and developed are validated by Material experts quantitatively and qualitatively so that the following results can be obtained, Construct Experts and Language Experts who get the following results Material 95%construct 81, 25%, linguists 94.4%, thus the model developed in the category is very valid, then tested practicality to small and large groups to see the practicality of the electronic module developed in the results for a small scale the average score of the validators of Language, Material and Media developed is categorized as very valid, and the practicality of the research developed with five categories are all categorized as practical.
Keywords	Electronic Modules, Local Content, Civic Education.

INTRODUCTION

In the learning process, teaching materials are needed to guide students to gain knowledge independently. Various types of teaching materials have been developed both in print and digital form. The teaching materials that are currently being developed should support students' abilities in 21st-century skills, both in terms of literacy and numeracy. One of the skills that is being developed is digital literacy. Digital-based teaching materials are expected to improve students' digital literacy skills. One form of teaching materials that can be developed to improve digital skills is digital-based teaching materials, in fact, based on the results of research from Irianto, explaining that literacy mastery is an important indicator to improve the achievement of the younger generation in achieving success and Research (Irianto & Febrianti, 2017). Furthermore, Oktariani. Through literacy skills, a person not only gains knowledge but can also use their knowledge and experience to be used as a reference in the future (Oktariani & Ekadiansyah, 2020). And the government also encourages the school literacy movement to increase literacy activities and foster students' love of reading (Nur'aini & et.al, 2021).

In addition, the teaching material that is developed should be *contextual* and close to the learning environment of the students. This can be seen from the example of local material or content in an area, local content that is close to students of Madrasah Ibtidaiyah Teacher Education UIN Raden Fatah Palembang is local content in South Sumatra. This is in line with the distinction of UIN Raden Fatah in the city of Palembang, which makes Malay a scientific distinction that is thick with Malay culture (Zaini, 2021), Palembang as the oldest city in Indonesia and rich in culture, ahasa and customs that have a variety of diversity, of course, as one of the pride to be maintained, the local content that exists in the civilization of the city of Palembang is reflected in PKN MI Lecture materials such as the lifestyle of mutual cooperation (Winataputra, 2014), There are several descriptions of local wisdom that are considered *cultural power* (Wibowo & Basri, 2020), such as *the Ngocek Bawang Kecik* and *Ngocek Bawang Besak* events are mutual cooperation events for women invited by the women's family to help prepare for the wedding, this is in line with the value of mutual cooperation carried out in the traditional activities of *Ngocek Bawang Kecik* and *Ngocek Bawang Besak* in accordance with the practice of the values contained in Pancasila and *the Munggah ceremony*, the pingit procession, on behalf of the women will be provided *waiting for jero* who is in charge of giving instructions (such as how to take care of the physical) and educating by providing advice (about being married and obedient to the husband) for the bride-to-be, Palembang's cultural routine

activities have a correlation with the material depicted in the Citizenship Education Course at Madrasah Ibtidaiyah.

The government has also regulated in the Constitution No. 3 of 2017 concerning the national book system, which aims to encourage the quality of the nation's literacy (Andina, 2017). However, based on the results of research from UNESCO, Indonesia is ranked 60th in the World out of 61 samples taken or one level above Botswana7, and PISSA shows a decrease in reading interest in Indonesia when compared to the results of the previous PISSA namely in 2015, and the results of a survey from the Ministry of Education and Culture of the 33 provinces in Indonesia, there are only nine provinces that are categorized as medium, and twenty-four provinces that are categorized as low (Pusparisa, 2020), as well as the results of an initial interview with the Head of the PGMI Study Program, he explained that there is no electronic module available for special modules discussing Civic Education materials (Tutut Handayani, 2022). Based on this background, the researcher wants to develop an Electronic Module based on South Sumatra Local Content in the Citizenship Education course in the Madrasah Ibtidaiyah Teacher Education Study Program.

Furthermore, research from the Tastin Development of Local Content Teaching Materials (Aksara Ulu Basemah in an effort to preserve Pagaralam's local wisdom, The results of the trial of the development of teaching materials for the ulu baseman script in an effort to preserve the local wisdom of the Pagaralam area for class I have a fairly high level of effectiveness, efficiency, and attractiveness based on the responses and assessments of experts and students in grade I of SD IT Lantabur Pagaralam. The acquisition of learning outcomes based on field trials measured using the learning outcome achievement test after analysis showed: (a) The average acquisition of learning outcomes in the final test was 81.03 better when compared to the initial test, which achieved a value 64,71. The use of developed teaching materials helps to increase the effectiveness, efficiency and attractiveness of learning as well as have an impact on the preservation of local wisdom in the Pagaralam area of South Sumatra (Tastin & et.al, 2020) and research from Yustinus Tinja, Development of Thematic Teaching Materials based on local wisdom as an effort to preserve cultural values in elementary school students Based on the results of the validation and trials carried out, validity, practicality and effectiveness data were obtained, namely (a) the validation results of student books reached a percentage of 82% and were categorized as very valid; (b) the validation results of the teacher's handbook reached 82% presentation and were categorized as very valid; (c) the level of practicality of student books reaches a percentage of 88% and is very practical; (d) the

practicality level of the teacher's handbook reaches a percentage of 93% and is very practical; (e) student activity reaches a percentage of 80% including the very active category; (f) very significant learning outcomes carried out by comparing pre-test and post-test results (Yastinius Tinja & et.al, 2019) Another research produced an e Module product to improve character literacy in the subject of Pancasila Citizenship Education for grade II students at State Elementary Schools in Bekasi Regency, West Java Province, with a total of 100 students. The e-module developed in this study has been proven to be valid, practical, and effective, and has a potential effect on increasing the literacy of students' character from 65.60 to 83.30, namely spiritual, democratic, polite, tolerant, and unity in educational learning (Sunaryati & et.al, 2022). Other research shows that designing learning using e-modules is based on local wisdom (Imanuria & et.al, 2024). Based on this background and the results of previous research that have been analyzed by the researcher and the observations that have been carried out by the author, the researcher wants to develop an Electronic Module based on South Sumatra Local Content in the Civic Education Course in the Madrasah Ibtidaiyah Teacher Education Study Program, seeing that the previous study of this research has novelty in local content, especially in Civic Education materials.

METHOD

The type of research used by the researcher in this study is research and development (R&D). According to Sugiyono, R&D research is used to produce a new product or develop an existing product into a new product, and test the effectiveness of the product that has been developed (Sugiyono, 2013). R&D is a research method used to produce product designs, develop and create new products, and test the effectiveness of a product. The analysis of this data was obtained from the results of discussions, observations, and suggestions from experts, as a consideration in revising and developing the E-Module (Sugiyono, 2013).

This research method uses a model developed by Robert Maribe Branch using the ADDIE model approach, which is an extension of *Analysis* and *Design*, *Development*, *Implementation*, and *Evaluation* (Margono, n.d.). According to the product development steps, this research and development model is more rational and more complete. The core of activities at each stage of development is also almost the same. This research and development goes through three stages, namely the researcher conducts research to develop an existing product, followed by making a development design, making a product, and testing the validity and practicality of the product as a

result of the development. The advantage of this research and development (R&D) method is based on the renewal of a product that is produced, which is more important because of its benefits. The products produced have practical benefits in helping the work, so that the work is more effective, efficient, and practical.

This research was carried out in July-August 2023 which was carried out at the Madrasah Ibtidiayah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training of the Raden Fatah State Islamic University, Palembang. Needs analysis and trial data were obtained from students. The data collection technique through questionnaires or questionnaires is a data collection technique that is carried out by giving questions either in writing or directly to the person asked or the respondent (Sugiyono, 2013). The questionnaire is used to obtain data and information about the validity of the PPKN E-Module from design experts and linguists as well as the responses of Lecturers and Students related to the PPKN MI E-Module, The data collection technique using observation techniques is a data collection technique that is carried out by making direct observations, observations are made by recording and analyzing something that happens to obtain data and information (Nizamuddin, 2021). Observation can also be interpreted as a data collection technique that has specific characteristics when compared to other techniques (Sugiyono, 2013).

From the explanation above, it can be concluded that the observation technique is the collection of data through direct observation of the object to be researched at this stage. Observation is carried out to obtain data from students and lecturers of the Madrasah Ibtidaiyah Teacher Education Study Program. Observation is carried out to see the effectiveness of the use of Electronics applied in the Madrasah Ibtidaiyah Teacher Education Study Program. Interviews are one of the main techniques used to collect data by means of social interaction activities between the researcher and the researched (Fadhallah Interview, 2020). Interviews are questions and answers to students to find out the responses of students and lecturers to see the effectiveness of the PPKN Module Electronics that have been developed. The interviews used in this study were conducted with structured interviews with existing interview instruments. The resource persons who became respondents in this study were students of the PGMI Study Program in the third semester, lecturers in charge of the course, and the leaders of the study program, namely the Head of the Study Program. The subject of this research is students and lecturers. Validators include media, material, and language aspects. Data analysis was carried out through the analysis of validation data and practicality data using the Likert Scale and Practicality Test.

FINDINGS AND DISCUSSION

Findings

Based on the research design that has been described in the previous chapter, the results of the research on the Electronic Citizenship Education Module based on local content in South Sumatra will answer the formulation of problems that include how to design the Electronic Citizenship Education Module based on local content, how to develop the Electronic Citizenship Education Module based on valid local content, and how to develop the Electronic Education Module

Electronic Development Process of Local Content-Based Modules

1. Analysis

The needs analysis was carried out by the questionnaire method to students using a sampling technique taken by 27 students from all students representing each class were selected based on the first provision as a class tool, the second students who were studying Pancasila and Citizenship Education Materials in the same semester and the third who were able to answer objectively, based on the questionnaire that was distributed and shared with students through the google form at Conclusion as follows.
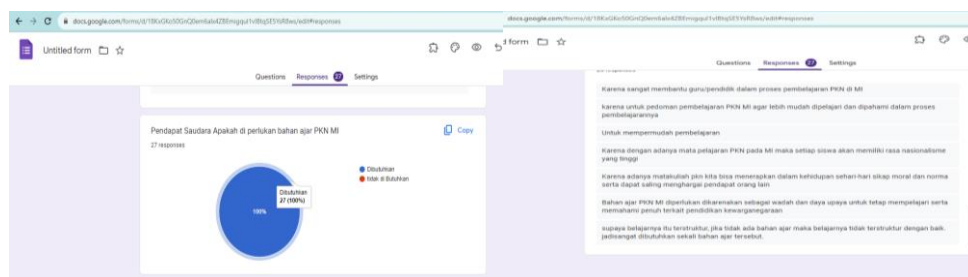

Figure 1. Needs Analysis Response

To see the needs of students/students, the researcher sampled 32 students from all students representing their respective regions who were willing to provide information and understand the development of their respective regions, participants who were willing to fill out the Google form at the following link https://forms.gle/wSU453g2ViLQwUANA. The willingness to be invited by the researcher in the focus group discussion activity, following the background of the students who attended.

Figure 2. Student Data Representing Each Region in South Sumatra

Based on the data of the resource persons from the student side, it can be concluded that South Sumatra has 13 districts and three middle cities. Based on the information of students in the Group Discussion Forum activities, it can be concluded that students need electronic modules based on local content in the implementation of local content-based learning because students come from South Sumatra, but each region has its own pride. There is a sense of pride if it is customary that regional traditions and culture are included in the Citizenship Education material, which, of course, is one of the electronic modules that can be used as a reference by students. Participants who attended enthusiastically gave responses made by researchers, as the activity was also published in the following online media, https://ukhuwahnews.com/universiana/lewat-fgd-dosen-pgmi-ajak-mahasiswa-bahas-pengembangan-elektronik/

Based on interviews with the head of the Study Program and the Head of the Quality Assurance Group of the PGMI Study Program, it can be concluded that the PGMI Study Program Curriculum previously used a KKNI-based Curriculum, in 2022 the Head of the Study Program, together with the team Developing an OBE-Based Independent Learning Curriculum, based on the curriculum that was designed requires that there be outputs from each teaching program in the Madrasah Ibtidaiyah Teacher Education Study Program, The following is the curriculum data at the Madrasah Ibtidaiyah Teacher Education Study Program.

2. Design

The design stage of electronic product modules is based on local content. Design on electronics The module based on local wisdom of South Sumatra was made, including: 1) Material

in the previous module 2) electronic analysis of Module 3) Questions from stories based on local wisdom At this stage, the researcher tried to make a development design based on local content based on local wisdom of South Sumatra. At this stage, the researcher made an electronic development design for the South Sumatra Local Content-based module. This stage aims to produce Electronic Modules that cover diversity in South Sumatra including the diversity of ethnicities and regional origins around the home and school environment, Compare diversity based on the characteristics of the region, Make activity plans that reflect the ethnic, social and cultural diversity in Indonesia that are bound by Unity and Unity, Practice questions along with answer columns and also columns for students to discuss. The material design process is related to the creation of the stages of designing the Module electrons. The focus is on meaningfulness, the suitability of context that refers to the indicators and materials that will be studied by PGMI Study Program students in various materials, forms of ethnic, national, social, and cultural diversity in Indonesia that are bound by unity and unity.

3. Development

It is the development stage. This stage is the production stage in developing products in the form of electronic modules, from the design of the module to the actual product according to the storyboard that has been designed. First, by collecting materials and teaching materials, the Diversity Materials can be obtained from several references outlined in the Semester Curriculum Plan (RPS). At this stage, the development of the Electronic learning module from the storyboard was then developed into a true product. At this stage, products in the form of learning media will be produced. The first activity carried out at this stage is to collect materials for the creation of learning media, for example: images related to the material, sound recordings, and animations. The images and animations of each scan are developed through the Canva application. The voice actor is carried out by one person, namely the researcher himself, with the help of a voice recorder through a mobile phone. All the materials that have been collected are then combined with the help of the Canva application.

4. Implementation

The next stage is in implementation. At this stage, the activity carried out is to implement the electronic version of the South Sumatra Local Content-Based Module on PPKN MI materials. The implementation in this context is intended to test the validity and feasibility of the product that has been developed, so that it is feasible to be presented. Some of the stages of product implementation

are product validation by experts, consisting of learning content experts, learning design experts, and learning media experts. The product trial includes: (a) an individual trial with a total of 32 (three) students taken from class representatives who filled out a questionnaire on willingness to be a participant in the Focus group Discussion activity of participants who attended, representing each class and their respective regions spread across the South Sumatra region. The purpose of this product trial is to find out the validity of the learning media that has been developed, whether it is feasible to be used by PGMI study program students, especially those who attend directly at the Focus Group Discussion activity directly. FGD activities published by the media https://ukhuwahnews.com/universiana/lewat-fgd-dosen-pgmi-ajak-mahasiswa-bahas-pengembangan-elektronik/

5. Evaluation

The last stage is the evaluation stage, carried out with the aim of validating learning media products that have been implemented through expert tests and product tests. At each stage of the development of this learning media, there are evaluations and revisions carried out to improve the products produced.

Electronic Validity of South Sumatra Local Content-Based Modules

In this sub-chapter, five main things are explained, which include the electronic validity of the module according to: (1) learning content expert, (2) learning design expert, (3) learning media expert, (4) individual trial, and (5) small group trial. The five data points are presented systematically at this stage.

1. Expert Review Results of Learning Materials

The review of the validation results on the electronic content of the module that was developed involved two lecturers from different grounds, the first was sister Maryani, M.Pd. who assessed the suitability of the material developed as a Lecturer of the PPKN Course at the Civic Education Study Program, Faculty of Education, Sriwijaya University of Palembang, South Sumatra, the second expert validator was Dr. Rifqi Wijaya, M.Pd. Is a Lecturer in the Elementary School Teacher Education Study Program (PGSD) Faculty of Education State University of Jakarta, Assessing the consistency of the material with the development of elementary school students and students of the Elementary School Teacher Education / Madrasah Ibtidiyah Teacher Education study program, Expert review of the electronic content of the South Sumatra Local Content-based module using an instrument in the form of a questionnaire with a scale range of each assessment component

using a scale of 4, dengan ketentuan "Excellent = 4", "Good = 3", Bad = 2", dan "Very Bad = 1". The assessment from the expert on the content of the learning through a questionnaire In the material expert validation questionnaire there are 10 items with a minimum score of 1 and a maximum of 4, if 10 items are multiplied by a maximum score (4), then the total number of maximum scores obtained is 40. Percentage = 38 40 x 100% = 95%. Based on the processing of the validation data of the subject matter experts above, 95% results were obtained. If the number is categorized as the validity criteria table that has been explained in Chapter III before, then it can be categorized as "very valid". So that the electronic products of the learning modules developed are considered feasible to be implemented in the field.

2. Linguist Review Results

Review of the validation results on the electronic language content of the module that was developed involves a lecturer from the language field, namely Hanniatusholikhah, M.Pd. Lecturer at the Indonesian Education Study Program, Faculty of Education, Sriwijaya University of Palembang, South Sumatra. The review of language content experts in the electronic module based on South Sumatra Local Content uses an instrument in the form of a questionnaire with a scale range of each assessment component using a scale of 4, with the provisions "Very Good = 4", "Good = 3", Not Good = 2", and "Very Bad = 1". The assessment from the expert on the content of the learning through the questionnaire is as follows: In the linguist validation questionnaire, there are 10 items with a minimum score of 1 and a maximum of 4, if 10 items are multiplied by a maximum score (4), then the total maximum score obtained is 40. Percentage = 36 40 x 100% = 94.4 %. Based on the processing of the validation data of the subject matter experts above, the result was 94.4 %. If the number is categorized as the validity criteria table that has been explained in Chapter III before, then it can be categorized as "very valid". So that the electronic products of the learning modules developed are considered feasible to be implemented in the field.

3. Results of Construct Expert Validation Expert Review

The review of the validation results on the developed design involves lecturers from the technology field who have expertise in design and understand the development of students at the age of 7-13 years, module electronic products, construction experts on this module, electronics are Susi Amizera, M.Si. As a lecturer in the Elementary School Teacher Education Study Program (PGSD) Faculty of Education, Sriwijaya University Palembang, South Sumatra, , The Design expert review on the electronic module based on South Sumatra Local Content uses an instrument in the

form of a questionnaire with the scale range of each assessment component using a scale of 4, with the provisions "Very Good = 4", "Good = 3", Not Good = 2", and "Very Not Good = 1". The assessment from the experts on the content of the learning through the questionnaire is as follows. To find out the percentage of validation results in the table above, it is necessary to calculate using the following formula below: In the linguist validation questionnaire there are 16 items with a minimum score of 1 and a maximum of 4, if 16 items are multiplied by a maximum score (4), then the total maximum score obtained is 64.

$$Prosentase = \frac{Jumlah\ skor\ jawaban\ responden}{jumlah\ skor\ maksimal} x\ 100\%$$

Percentage = 52; 64 0.81.25 x 100% = 81.25 %. Based on the processing of the validation data of the subject matter experts above, the result was 81.25 %. If the number is categorized as the validity criteria table that has been explained in Chapter III before, then it can be categorized as "very valid," so that the electronic products of the learning modules developed are considered feasible to be implemented in the field.

4. Data Validation by Teaching Lecturers

The next electronic learning module development product was validated by Mr. Agra Dwi Saputra, M.Pd., as the Teaching Lecturer in the Citizenship Education Course at the Madrasah Ibtidaiyah Teacher Education Study Program. The technique used in collecting validation data for the teaching lecturer uses a questionnaire. Then from the questionnaire quantitative data is produced from the assessment/score on the questionnaire given and qualitative data taken from comments in the form of suggestions and constructive inputs related to the design of development products as presented below to find out the percentage of validation results in the table above, it is necessary to calculate using the following formula below: In the Lecturer Teaching questionnaire there are five items with a minimum score of 1 and a maximum of 4, If five items are multiplied by a maximum score (4), then the total number of maximum scores obtained is 20.

$$Prosentase = \frac{Jumlah\ skor\ jawaban\ responden}{jumlah\ skor\ maksimal} x\ 100\%$$

Percentage = 19; 20 0.95 x 100% = 95 %. Based on the processing of the Teaching Lecturer Assessment data above, the results of 95 % were obtained. If the number is categorized as the validity criteria table that has been explained in Chapter III before, then it can be categorized as "very valid," so that the electronic products of the learning modules developed are considered feasible to be

implemented in the field.

5. Electronic Modules Based on Local Content in South Sumatra Practical

Based on the research procedure described in chapter III of the development methodology section, to develop practical Electronic Modules will be tested on a Small Scale, namely as many as nine people are selected and will continue to be tested on a Large Scale, namely 32 Students for Practicality results to be carried out in the Munaqosah Exam room of the Madrasah Ibtidaiyah Teacher Education Study Program attended also by the chairman and Secretary of the Study Program, In this activity, the Researcher distributed electronic products to students who had filled in the full willingness link which was carried out at the end of August 2023, the following Practical Questionnaire Grid Based on Student Assessment, both Small Scale as many as 9 Students and Large Scale 32 Students who filled in from 90 Students who attended from various representatives of the Class who were studying (Taking PKN MI Courses in the Running semester) can be concluded from 32 Students who fill in the results get the results thus electronic Modules that are developed are categorized as Practical, to be used as lecture materials in the Civic Education Material course at the Basic level, so that the product can be implemented continuously in the PGMI Study Program as a technology-based learning material.

Discussion

Based on the results of this study, we obtained satisfactory results where the electronic development of local content-based modules in the MI Civic Education course can solve a number of challenges faced by students in learning MI Civic Education, especially in the South Sumatra region. In the context of a very diverse Indonesian society, teaching materials need to be prepared with a sensitive approach to cultural diversity, language, religion, and local values. This diversity requires teaching materials not only to function as a medium for knowledge transfer, but also as a tool to form tolerance, respect for differences, and strengthen national identity.

The theory of multicultural education, as stated by James A. Banks (DomNwachukwu, 2010), provides an important foundation that teaching materials should reflect the cultural diversity that exists in society. The material developed should be free from cultural bias and provide space for all groups to feel valued and recognized. That way, students not only understand science but also learn to respect the differences that exist around them.

In addition, the use of local wisdom is an important aspect in the development of teaching materials. Tilaar in (Diwyarthi & et.al, 2025), emphasized that education rooted in local culture will be more meaningful and contextual for students. Raising folklore, traditions, art, and daily life practices from various regions in Indonesia into teaching materials not only enriches the learning experience but also fosters a sense of pride in the nation's identity.

In the process of compiling, diversity-based teaching materials must be designed to be able to build bridges between students' local experiences and global concepts. This approach allows students to more easily understand the material because it relates directly to the social reality they are familiar with. More than that, contextual teaching materials can increase student involvement because the material feels more relevant to their daily lives.

By integrating the principles of multicultural education and local wisdom into teaching materials, education in Indonesia is expected not only to educate academically, but also to build a generation with character, national insight, and able to live harmoniously in ethnic and cultural diversity, and students can develop the potential of their respective regions independently.

This is in line with research from Herawati. Electronic-based teaching materials can help students become active and independent (Herawati & Muhtadi, 2018). Understanding technology is very helpful for teachers in developing innovation and creativity in the rapidly growing era of globalization (Riani et al., 2021). This module includes learning materials that are in accordance with the development of the times, where technology is a good tool in adjusting to the problems faced, both with culture, language, and local contexts, and helps increase students' understanding and interest in learning. This is shown based on the results of student responses after using electronic modules based on local content of 85.25%, or very valid. In addition, the researcher also got very good practical results from the questionnaire that had been given to students, where an average score of 88.9%, or very valid, was obtained. Then the results of the validation test of linguists, materials, and media experts also strengthened the results obtained, where the average score obtained from the three validations was very valid. The results of this study also support previous findings that show the importance of integrating local content in learning, which can help students much better. We have seen this module to be very effective in motivating students and increasing their participation in learning. In accordance with the results of research obtained by Husnulwati et al. It shows that the quality of the citizenship education e-module as a learning resource is suitable for use (Husnulwati et al., 2019). Another research is that e-module teaching materials can make it

easier for students to understand civics education materials (Fatihah et al., 2018). Other relevant research also says that e-modules are very feasible and can improve students' understanding of PPKn material (Munandar & Ahmad, 2022).

However, of course, there are limitations in this study that need to be acknowledged. First, this study has validity in measuring the long-term impact of the use of this module. This means that further research will be very helpful in this research in looking at the academic development of students over a longer period of time. In addition, the study focused on one specific local context, and the results may not be immediately universally applicable. Therefore, it is necessary to consider adaptations for different contexts.

The results of this study have important implications for the development of learning materials in regions with unique cultural and linguistic contexts. Local content-based e-modules can be a very effective tool in facilitating more relevant and meaningful learning for students. It can also support efforts to preserve local culture and language in the long term. According to Aswasulasikin et al., elementary schools are the front line in preventing the fading of the spirit of nationalism of the nation's generation which needs to be fought very hard through learning that strengthens the values of nationalism by always introducing local culture so as not to be influenced by western cultures that damage the sense of nationalism (Aswasulasikin et al., 2020). This means that as prospective teachers, students need to be trained in order to be able to apply and teach local culture to students and themselves.

This research has a very broad opportunity to contribute to the development of local content-based modules by applying electronic technology. This means that this research is expected to be able to help as a foundation for the development of similar learning materials in various contexts and fields. Further research may involve longitudinal research to measure the long-term impact of the use of these modules. In addition, it is worth noting the adaptation of the modules to a variety of different local contexts. This research can also delve deeper into how this module can be used effectively by teachers in the daily teaching process.

CONCLUSION

The electronic development of local content-based modules is a potentially big step in improving learning at the local level. This has positive implications for developing a more contextual and relevant education for students. Digital-based teaching materials are needed in the current era

of digitalization, including electronics. Local content-based modules are very much needed for students because of various considerations, in addition to supporting paperless learning. Of course, students now on average already have handphones all on average, so electronic-based modules are very helpful in the learning process. Especially in 2023, the PGMI study program has implemented an Outcome-Based, Education-based curriculum. (Statement of the Head of Study Program in FGD/Interview) If you look at the statement above, the electronic module is very important to be used by students in the ease of the learning process, and it is also added by the lecturer in charge of the course, explaining.

The characteristics of Civic Education material at the Madrasah Ibtidiayah / Elementary School level have the goal of forming the character of students who are able to understand the rights and obligations of citizens and are proud to be born in Indonesia, which is guided by Pancasila and the Law (Saputra, 2023). Electronic Modules are intermediaries in the learning process to improve in achieving learning goals and increase the motivation of students' learning spirit in the learning process. Electronic Modules help the learning process take place. Therefore, interesting Electronic Modules are needed in educational institutions. Electronic Modules that have been designed and developed are validated by Material experts quantitatively and qualitatively so that the results are as follows, Construct Experts and Linguists get the following results 95% Material 81.25%, linguists 94.4%, thus the Models developed in the Very Valid categoryFurthermore, the practicality test was tested for small and large groups to see the electronic practicality of the modules developed in the results for small scale, the average score of the Language, Material and Media validators that were developed was categorized as Very Valid, and the practicality of the research developed with five categories were all categorized as practical.

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