

## **The Practicality of E-Module Indonesian Language Based on Contextual for Students of Elementary School Teacher Education**

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**Abstract:** This study aims to analyze the practicality of the Indonesian language E-Module of based on contextual for Elementary School Teacher Education students of Muhammadiyah University of Makassar in the learning process. The method used in this study is a type of research & development research using the 4-D (Four-D) development model, which consists of 4 stages of development, namely define, design, development, and disseminate. With a research sample of 50 Elementary School Teacher Education students and 3 samples of lecturers at Muhammadiyah University of Makassar. Data collection techniques using lecturer response questionnaires and student response questionnaires. The data analysis technique used in this study is descriptive analysis. Based on the results of the study, it shows that the implementation of the Indonesian language E-module for general basic courses based on contextual practice is used, this can be seen based on the results of the lecturer response questionnaire with an average value of 100%, 92%, 83% with the category of very practical, and student responses with an average value of 85%, 86%, 88%, 89%, and 91% with the category of very practical. So, it can be concluded that by implementing the Indonesian language E-module for general basic courses based on contextual practice for students, it is very practical to use in the learning process.

**Keywords:** E-Module, Contextual, Indonesian, Student

### **A. Introduction**

Along with the development of science and technology, of course education has also changed from time to time. Currently, the world of education in the 21st century is more likely to prioritize or be oriented towards developing the potential of every human being. The national education system in the 21st century faces various challenges in preparing the next generation of the nation who have creativity, quality, and competitiveness. According to Simarmata (2021) to meet the demands of the times, every individual must have adequate digital literacy.

21<sup>st</sup> century learning is a transition from the curriculum learning that is currently being developed, demanding a change in the learning approach that is centered on

lecturers to student centered learning (Onyema, et al., 2019). So that this has an impact on the quality of education. Therefore, to achieve effective learning in accordance with the times, a lecturer needs to contribute directly in creating modules, one of which is by developing an innovative and contextual-based Indonesian language E-module for basic general courses so that lecturers and students find it easier to learn online. Therefore, as a lecturer, you are required to follow every development of the times, because education is a very important aspect in forming a more advanced society and becoming the strongest driver in producing quality future generations.

Another important factor in developing modules at the university level, along with the development of the 21st century so that there is continuity of thought between students and lecturers in learning. There are several obstacles faced by students in mastering the material in each course so far, including: (1) Systematics and sequence of learning the material, so that they are not motivated to study harder. (2) Students often study alone and understand the Indonesian language material for the basic general course in the early grades themselves without knowing the truth of the underlying material concept; (3) students' understanding of the Indonesian language material for certain early grades can be vague because the concept is less than optimal (Situmorang, 2004). Therefore, it is necessary to develop an E-module for the Indonesian language for the basic general course with a contextual basis (more concrete) that is adjusted to real life, which of course will produce better, more practical and accountable products and can provide convenience to lecturers and students in the learning process. E-Modules are electronic versions of printed modules that can be read on a computer and are designed with the necessary software (Maryam, Masykur, & Andriani, 2019) in Islahiyah, et al., 2021. In line with that, the Module is part of the teaching material that is made with a certain systematic so that it can be used by individuals without the help of others (Wardana, et al., 2022). Modules developed using a contextual approach will cause students to obtain more meaningful learning, because they can relate the material to real everyday life (Ruganda, 2021).

Contextual learning is a learning concept that helps lecturers relate the material they teach to real-world situations for students and encourages students to make connections between their knowledge and applications in everyday life. Contextual-based learning is a learning concept that can help lecturers relate the material they teach to real-world situations or facts for students and encourages students to make connections between their knowledge and applications in their lives in society (Nurhadi, 2002). In line with that, Rusman (2012) explains that contextual learning allows students to connect the contents of academic subjects with the context of everyday life to find meaning. And one of the causes is because the learning tools presented by lecturers are less interesting to students and the lack of literacy and use of technology in the learning process. Therefore, an E-Module (electronic module) for Indonesian language for general basic courses is needed based on contextual.

Based on these considerations, the researcher intends to analyze the practicality of the Indonesian language E-module for general basic courses based on contextual for Elementary School Teacher Education students, Muhammadiyah University of Makassar, which is very necessary, as a new and practical learning tool to help lecturers and students in the learning process in order to achieve learning outcomes. With the existence of the new Indonesian language E-module teaching materials, it will be easier for lecturers to deliver learning materials both online.

E-Module is a modification of the conventional module by combining the use of information technology, so that the existing module can be more interesting and interactive. The E-Module that is developed is certainly as an easy learning media and can be used by lecturers and students in learning independently or in groups, which of course requires certain applications as a platform in running this E-Module (especially for distance education purposes), for example, by using a Hand Phone, Video Conferencing, other interactive multimedia applications such as the Flip PDF Professional application, spada, padlet Zoom meeting, Google meet, Google Classroom, and Google Form, and other applications that can provide convenience for lecturers in conveying learning objectives and materials to students.

E-Modules are part of curriculum development. Therefore, the E-Module development procedure must be in accordance with the applicable curriculum as a reference. The development of the Indonesian language E-Module must be based on the analysis of student needs, meaning that the E-Module developed can be adjusted to the characteristics of students as targets. These characteristics include the social, cultural, geographical environment and stages of student development and the development of the E-Module must be able to answer or solve problems or difficulties in student learning, so that the E-module developed must be contextual and easy to understand by lecturers and students. And also aims to analyze the needs of lecturers for the contextual-based Indonesian language E-module for general basic courses for students, Muhammadiyah University of Makassar. Considering that module development is an important activity to support the lecture process, researchers are interested in conducting research on the development of contextual-based Indonesian language E-Module for general basic courses students, Muhammadiyah University of Makassar.

The purpose of developing this contextual-based Indonesian language E-Module for general basic is to produce a new product or improve an existing product/Module and of course it is practical to be used by lecturers and students that can be accounted for. In addition, with the development of this contextual-based Indonesian language E-Module, it will be able to solve problems in the classroom, and be able to develop student literacy and understanding to students how important Indonesian is as a national language. Therefore, the questions related to the analysis of the practicality

of the E-Module is “How is the Analysis of the Practicality of the Indonesian Language E-Module Based on Contextual for PGSD Students?”

## B. Methods

The method used in this study is a type of research & development research using the 4-D (Four-D) development model, which consists of 4 stages of development, namely define, design, development, and disseminate by taking 50 samples of elementary school teacher education students of Muhammadiyah University of Makassar. Data collection techniques using student and lecturer response questionnaires. The data analysis technique used in this study is descriptive analysis. Analysis of lecturer and student response questionnaires with score interpretation criteria is listed in the following table.

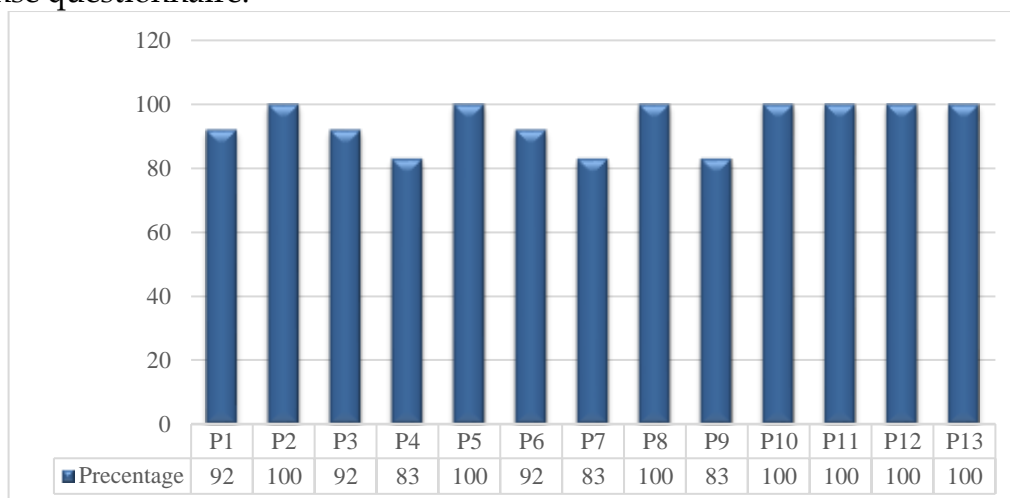
**Table 1. scoring criteria**

Percentage (%)	Category
0 - 39%	Not Practical
40- 54%	Less Practical
55 - 69%	Quite Practical
70 - 84%	Practical
85 - 100%	Very Practical

Source: (Sugiyono, 2019)

## C. Results and Discussion

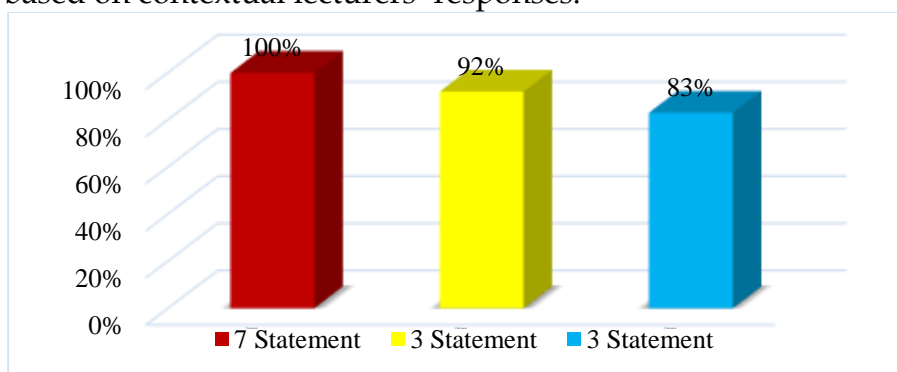
Based on the results of the study, it shows that the implementation of the Indonesian language E-module for general basic courses based on contextual is very practical to use, this can be seen based on the results of the lecturer response questionnaire and the student response questionnaire. The following is the data from the lecturer response questionnaire.



**Figure 1. Recapitulation Results of Lecturer Response Questionnaire**

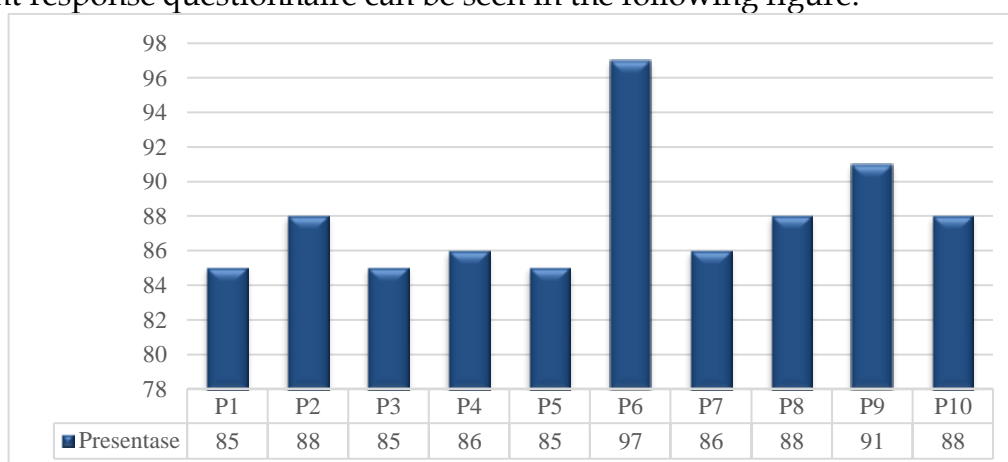
Description: P1-P13 Lecturer response questionnaire statements

Based on the recapitulation results of the questionnaire responses from 3 lecturers in the graphic image, it can be concluded that there are 6 statements with an average value of 100% with a very practical category, there are 3 statements with an average value of 92% with a very practical category, there are 3 statements with an average value of 83% with a very practical category. The following is a description of the results of the trial of the practicality of the Indonesian language E-Module for general basic courses based on contextual lecturers' responses:



**Figure 2. Lecturer Response Questionnaire Results**

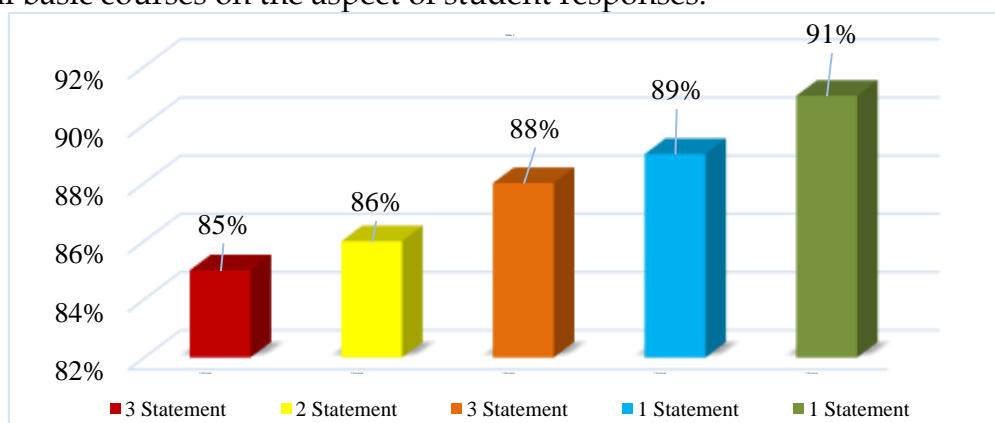
Furthermore, the results of the student response questionnaire analysis are to determine student responses related to the practicality of the E-Module applied in the Indonesian language course, a general basic course that is being developed. The results of the student response questionnaire on the E-module applied, starting from the learning process, teaching materials, learning media, and student worksheets (LKM) are practical and facilitate students in the learning process. The data from the student response questionnaire can be seen in the following figure.



**Figure 3. Recapitulation results of student response questionnaires**

Description: P1-P10 Student response questionnaire statements

Based on the data in Figure 3, it shows that most students gave positive and practical responses to be used in the learning process related to contextual-based E-modules. In the figure, it can be seen that there are 3 statements with an average value of 85% with a very practical category, there are 2 statements with an average value of 86% with a very practical category, there are 3 statements with an average value of 88% with a very practical category, there is 1 statement with an average value of 89% with a very practical category, and there is 1 statement with an average value of 91% with a very practical category. So it can be concluded that by implementing the contextual-based Indonesian language E-module for general basic courses for students, it is practically used in the learning process. The following is a description of the results of the trial of the practicality of the contextual-based Indonesian language E-module for general basic courses on the aspect of student responses:



**Figure 4. Results of the Student Response Questionnaire**

We often find in the field that the learning modules used by lecturers in class are still conventional. So, the obstacles that are often encountered when using conventional modules include students quickly getting bored and less interested in learning the material contained in the module, this usually affects student learning outcomes. Less efficient because students have to spend more money to increase the number of modules.

In addition, currently the use of smartphone technology is increasing rapidly, including students who play gadgets every day, of course this is a motivation for lecturers to innovate in developing technology-based learning that is in accordance with the demands of the times. to anticipate fewer positive things such as students spending more time playing social media or online games (Fitriani & Indriaturrahmi, 2020).

Based on these conditions, the development of modules utilizing information technology is developed into E-Modules and is a digital or non-printed product that is developed with special applications and with the help of computers, and is given

interactive multimedia elements to be more interesting and interactive. Fitriani & Indriaturrahmi, (2020) also explains the difference between printed modules and E-Modules, printed modules use paper, while E-Modules are electronic modules whose development and application utilize information technology.

E-Module is one of the media that can be used in learning (Widiastutik, 2021). E-Module is a module published in digital form, consisting of text, images or both and can be read via a computer or other electronic device (Shih B-Y, 2013). Currently, E-Module can be displayed in flipbook form. According to the Teknokids animation website in Diena, Flipbook is a type of classic animation made from a stack of paper resembling a thick book, on each page a process is depicted about something that later the process will be seen moving or animated (Udi M D, 2016).

Violadini & Mustika, (2021) stated that E-Modules are one of the digital-based non-printed teaching material products that are independently designed to be studied by students. From the results of the study conducted (Syahrial et al., 2019) that students have good perceptions, interests and motivations after being introduced to E-modules in the learning process.

In line with that, a study conducted by Munirah et al., (2023) entitled "The development of culturally integrated Indonesian speaking e-module for higher education students in Indonesia". This study aims to overcome the problem of unsatisfactory speaking skills of Indonesian students, which is partly caused by the lack of availability of teaching media, especially those that integrate cultural values. Therefore, this study used a research study and development of an E-module for speaking skills integrated with cultural values developed in Android-based devices. This module was designed for university students in South Sulawesi, Indonesia. The results of the study showed that the use of the E-module speaking helped improve students' speaking skills, as well as their understanding of cultural values (Munirah, et al., 2023).

Furthermore, research conducted by Nur Khodijah, et al. (2022) entitled "Development of E-Modules Based on Illustrated Stories in Civics Subjects for Grade 5 SDN Karang Mukti". This study aims to produce an E-module on Civics subjects on the material of events filling independence for grade 5 that is valid and practical. The E-module that has been developed. Then with research conducted by Maulidatul Kurnia Putri in 2022 entitled "Development of E-Modules Based on Qr-Code to Train Students' Contextual Abilities in Environmental Change Material". The purpose of this study is to produce an e-module based on QR-code to train students' contextual abilities in valid and effective environmental change material. Then the research conducted by Adien Maulidya Vonna et al., in 2022 entitled "Development of Contextual-Based Learning Media for Electronic Student Worksheets (E-LKPD) Assisted by Liveworksheet" This study aims to develop contextual-based learning

media for Electronic Student Worksheets (E-LKPD) assisted by Liveworksheet and describe the effectiveness of the developed learning media (Khodijah, 2022). Research conducted by Yaspin Yolanda (2021) entitled "Development of Contextual-Based Static Electricity E-Modules as a Source of Physics Learning" based on the results of the study found that the results of the questionnaire filled out by 31 students got an average score of 32.3% with a practical category.

Research conducted by Nur Arifah et al., (2022) with the title "Development of a Contextual Physics Learning Module Integrated with QR Code to Improve Students' Digital Literacy" The results of the study showed that; 1) the contextual physics learning module integrated with QR code is feasible for use in learning activities with a module feasibility percentage score of 86% which is included in the very feasible category; 2) the contextual physics learning module integrated with QR code is practical for use in learning activities with a module practicality percentage score of 85.8% which is included in the very practical category, and 3) the contextual physics learning module integrated with QR code is effective for improving students' digital literacy (Arifah et al., 2022).

Furthermore, research conducted by Silva Yuliana Safitri (2023) entitled "Contextual-Based Mathematics E-Modules to Develop Junior High School Students' Numeracy Skills" The purpose of this study was to determine the development process and feasibility of contextual-based mathematics e-modules to develop junior high school students' numeracy skills. This research is a type of R&D research with the ADDIE model. Data collection techniques in this study were carried out through observation, interviews, questionnaires, and tests (Safitri, 2023).

Language is a means of communication between members of society in the form of symbols of speech sounds produced by human speech organs. Language is used as a means of communication. Language learning, in addition to improving language and literary skills, also improves thinking and reasoning skills and the ability to broaden horizons. In addition, it is directed to sharpen students' feelings. Language allows humans to communicate with each other, share with each other, learn from each other, and to improve intellectual and literary abilities is one of the means of learning to achieve this understanding. Indonesian is a means of communication used by Indonesian people for everyday needs, such as studying, working together, and interacting. Indonesian is the national language and official language in Indonesia (Sufanti, 2006). The national language is the language that is the standard in the State of Indonesia.

In general, the Indonesian language course aims for students to have the following abilities: 1) respect and be proud to use Indonesian as the unifying language and national language, 2) understand Indonesian in terms of form, meaning, and function, and use it appropriately and creatively for various purposes, needs, and



circumstances, 3) use Indonesian to improve intellectual abilities, as well as emotional and social maturity, 4) communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing, 5) enjoy and utilize literary works to broaden horizons, refine morals, and improve knowledge and language skills, 6) respect and be proud of Indonesian literature as a cultural and intellectual treasure of the Indonesian people (Depdiknas, 2006).

Furthermore, the Philosophical Basis of contextual learning or Contextual Teaching and Learning (CTL) is Constructivism, a learning philosophy that emphasizes that learning is not only memorizing, but constructing or building new knowledge and skills through the facts they experience in their lives (Rusman, 2014). CTL or commonly called contextual learning is a holistic learning concept, where the subject matter is linked to the surrounding environment or the context of everyday life, both social, cultural, and personal life of students so that it will produce meaningful learning and students can have knowledge and skills that can be applied to various problems, (Soimin, 2014). In agreement with Soimin's statement, Elaine B. Johnson (Rusman, 2014:187) said, "Contextual learning is a learning system that fits the brain that produces meaning by connecting academic content with the context in students' daily lives". According to (Nurdiansyah, 2016) the CTL approach is: "Learning that allows students to apply and experience what is being taught by referring to real-world problems, so that learning becomes more enjoyable".

Contextual teaching and learning is a learning and teaching system that helps lecturers relate the material they teach to real-world situations of students and encourages students to make connections between the knowledge they have and its application in their lives as family members, citizens, and workers. CTL is teaching and learning that connects lesson content with the environment. Johnson (2002) defines contextual learning as an educational process that aims to help students see the meaning in the lesson material, they learn by connecting it to the context of their daily lives, namely with the context of their personal, social and cultural environment.

Several understandings can be concluded that CTL learning is a learning approach that links the material studied with the real life of students every day, both in the school environment, family, society and citizens. With CTL learning, lecturers should provide opportunities for students to be able to develop their competencies, with the aim of finding the meaning of the material and applying the knowledge they have gained. Then there are seven principles of contextual learning according to Rusman (2012) that must be developed by lecturers, namely:

1. *Constructivism*, is the basis of thinking (philosophy) in CTL, namely that knowledge is built by humans little by little, the results of which are expanded through limited contexts. Knowledge is not a set of facts, concepts or rules that are ready to be taken and remembered. Humans must build that knowledge to give meaning through real experiences. Therefore, in CTL, the strategy for

- teaching students to connect each concept with reality is a priority element compared to the emphasis on how much knowledge students must remember.
2. *Finding (Inquiry)*, is the core activity of CTL, through the effort to find will provide confirmation that knowledge and skills and other abilities needed are not the result of remembering a set of facts, but are the result of finding themselves. Learning activities that lead to efforts to find, have long been introduced in inquiry and discovery learning (searching and finding). Of course, the element of finding from both learning (CTL and inquiry and discovery) in principle is not much different, the point is the same, namely a model or learning system that helps students both individually and in groups learn to find themselves according to their respective experiences.
  3. *Questioning*, another element that is the main characteristic of CTL is the ability and habit of asking questions. The knowledge that a person has always begins with asking questions. Therefore, asking questions is the main strategy in CTL. Through the application of asking questions, learning will be livelier, will encourage a broader and deeper learning process and results, and many related elements will be found that were previously unthinkable by both lecturers and students. Therefore, it is reasonable if by developing asking questions, learning productivity will be higher because by asking questions, then: 1) Can dig up information, both administrative and academic; 2) Check student understanding; 3) Generate student responses; 4) Know the extent of student curiosity; 5) Know things that students know, 6) Focus student attention; 7) Generate more questions from students; and 8) Refresh the knowledge that students already have.
  4. *Learning Community*, the purpose is to accustom students to cooperate and utilize learning resources from their fellow students. As suggested in the learning community, learning outcomes are obtained from cooperation with others through various experiences (sharing). The habit of implementing and developing a learning community in CTL is very possible and widely opened to utilize other learning communities outside the classroom. Every student should be guided and directed to develop their curiosity through the use of learning resources widely which are not only blocked by the learning community in the classroom, but also other human resources outside the classroom (family and community).
  5. *Modeling*, the development of science and technology, the complexity of life problems faced and the demands of students who are increasingly developing and diverse, have had an impact on the ability of lecturers who have complete abilities, and this is difficult to fulfill. Therefore, now lecturers are no longer the only source of learning for students, so that the model making stage can be used as an alternative to develop interesting learning.
  6. *Reflection*, is a way of thinking about what has just happened or has just been learned. In other words, reflection is thinking back about what has been done in

the past, students precipitate what they have just learned as a new knowledge structure which is an enrichment or revision of previous knowledge.

7. *Authentic Assessment*, the final stage of contextual learning is to conduct an assessment. Assessment as an integral part of learning has a very decisive function to obtain information on the quality of the learning process and results through the application of CTL. Assessment is the process of collecting various data and information that can provide an overview or clue to the student's learning experience.

Contextual-based E-Modules in the Indonesian language course for general basic courses are modules created in digital form using the Flipbook FDF Professional application platform, and can also be created with other application platforms. E-Modules are one of the digital-based non-printed teaching material products that are independently designed to be studied by students and can be used by lecturers practically and effectively. In addition, the development of this E-Module product can be applied online or offline. In developing the E-Module, researchers used a contextual learning approach, so that in the learning process lecturers can link the subject matter with everyday life. So that students can understand the meaning of the learning concept well.

Contextual learning is a learning and teaching system that helps lecturers relate the material they teach to real-world situations of students and encourages students to make connections between the knowledge they have and its application in their lives as family members, citizens, and workers. CTL is teaching and learning that connects lesson content with the environment. In line with this, Johnson (2002) defines contextual learning as an educational process that aims to help students see the meaning in the lesson material, they learn by connecting it to the context of their daily lives, namely with the context of their personal, social and cultural environment. In the development of the contextual-based E-Module, for each course learning achievement (CPKM) in the study material or learning topic, the researcher will write contextual examples, which of course are adjusted to the material in each learning topic contained in the Indonesian language learning of the general basic course (MKDU).

As one example in learning Indonesian language in MKDU on the material of position and function of language, Indonesian is a communication tool used by Indonesian people for daily needs, such as studying and working. So contextually the role of lecturers in this learning material is to convey directly to students regarding how we communicate, whether in the learning process, in the family environment or in the community environment, and provide examples of how we dialogue with our interlocutors politely, and of course by using good and correct Indonesian as the national language. So that everyone we meet in everyday life can understand what we are saying.

Based on the description above, it can be concluded that by implementing contextual-based E-Modules in the learning process, it will provide practicality to lecturers and students, so that interesting, creative and innovative learning is created, and increase students' insight regarding the use of science and technology (IT) as a learning resource, as well as introduce students to platforms or applications that can be used in the learning process. Based on the results of previous research and several theoretical studies that underlie it, it can be concluded that with the research analyzing the practicality of the Indonesian language E-module based on contextual for students, Muhammadiyah University of Makassar, it can provide convenience and practicality for lecturers and students in the learning process in order to be able to link Indonesian language learning materials with real concepts in everyday life.

#### **D. Conclusions**

Over time, in the world of education everyone is required to be able to improve their ability to use technology and information as a means to find broader and deeper information, and also be able to compete globally, one of which is in the world of education. So that lecturers as teachers are required to be able to use IT well. The use of technology in the contextual-based learning process will certainly provide convenience and be more effective in delivering material. And one form of technology utilization is the birth of the Indonesian language E-Module based on contextual, which of course this E-module is no stranger to the world of education. Based on the results of the research questionnaire, it can be concluded that by implementing the Indonesian language E-module based on contextual is very practical to use by lecturers and students in the learning process.

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