

Developing Local Wisdom-Based E-Module in Reading and Writing Course for Tertiary Students in Indonesia

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ABSTRACT

The lack of local content-based material in Reading and Writing (R&W) courses has contributed to tertiary students' low cultural awareness ability in Indonesia. Technology has increased the use of hypermedia text in RW in learning. This study aimed to develop a local-content-based e-module to improve students' cultural awareness in the RW course. The Research and Development (R&D) method was applied through the need analysis, product development, field trial, and dissemination steps. Two media experts and two content experts participated in this study. Thirty-three students were selected purposively as the research sample. Questionnaires using a Likert scale of 1-4 and interviews were used to collect the data. Descriptive statistics and one-to-one analysis were applied in this study. The research found that the media expert validity score was 95%, the content expert validity score was 95%, and the students' validity score was 90%. It means that the e-module was very valid. It was also interpreted that 89% of students were motivated to learn R&W course using a local wisdom-based e-module, and 90% agreed that the local wisdom-based e-module improved their cultural awareness. Tertiary students in Indonesia could use an e-module based on local wisdom, especially in RW courses.

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1. INTRODUCTION

The rapid increase of technology has affected the education sector regarding competency, teaching media, teaching approach, and assessment. Education focuses on outcome-based achievement are assessed through Accreditation Board (BAN-PT, 2017; BAN-PT, 2022) to achieve the national standard competency. The outcome-based education focuses on the competencies/ learning outcome, backward curriculum design, constructive alignment (BAN-PT, 2019), and digital literacy. Adding one more standard of outcomes (outputs or results) is seen as part of policymakers' efforts in higher education so that educational processes, outputs, and products become more measurable, observable, testable,

verified, and confirmed. Accordingly, the teaching material must constructively align with the competencies stated in the curriculum. For students to achieve the competencies, three elements of constructing modules are defining the learning outcomes, choosing the learning and teaching methods that can lead to the attainment of products, and assessing student learning outcomes (Donnelly & Fitzmaurice, 2005) need to be considered by the teacher.

Teaching and learning are conducted through digital technology, and hypermedia materials are used as e-learning sources. In the teaching and learning process, the educators and students must adapt to the changes (Faruqi, 2019; Sá et al., 2021; Salgues, 2018), and students are required to achieve critical and creative thinking skills in learning (Harosid, 2017; Zubaidah, 2018) through real problems solving, social interaction and self-management (Junaidi, 2020). People should have critical and creative thinking skills to maintain and develop national identity through local wisdom awareness (Daniah, 2020). Local wisdom is fundamental for building the community identity of Riau Malay culture. Modules should be developed for teaching course programs, and internal and external factors must be considered (Donnelly & Fitzmaurice, 2005). Consequently, inserting local wisdom content into the curriculum by developing a local wisdom-based e-module increases students' cultural awareness of their local wisdom.

A survey of the curriculum used in the university shows that the teaching materials used in R&W courses were adopted from foreign cultural contexts where the language comes from. These reading materials include detail about the language and cultural knowledge of L1. Surveys on learners' needs, teachers' needs, institution needs, and professional bodies are the main concerns in building the teaching module (Donnelly & Fitzmaurice, 2005). The lack of local wisdom in the R&W material contributed to the lack of student's knowledge of their local understanding. Learning materials used in the R&W courses do not facilitate improving students' cultural awareness and creative and critical thinking skills, which contributed to students' failure in R&W. Case studies showed that students' reading comprehension was below the expected result (Erni & Azhar, 2020; Erni & Yamat, 2019). Based on the observation result of 97 students showed that only 40% passed, while 60% of students had not fulfilled learning outcomes (Academic Affairs, 2022). Limited studies on developing teaching materials in R&W courses were another reason for this study. Consequently, the local content-based e-module in teaching R&W courses must evolve to improve students' cultural awareness and creative writing.

Dealing with the problems above, a local wisdom-based e-module in the R&W course was developed to increase students' cultural awareness and motivation to local wisdom and creative writing. The research questions are:

- How was the validity of the local wisdom-based e-module in the R&W course?
- Can local wisdom-based e-module in the R&W course improve students' cultural awareness?
- Can local wisdom-based e-module increase students' motivation to learn R&W course?

Teaching materials should be systematically arranged for teachers to create an effective learning environment (Baskor et al., 2015). Teachers can use various teaching tools and resources to support their teaching and learning activities. Teaching tools include teaching materials, modules, project modules, and textbooks (Depdiknas, 2022; Kemendikbud, 2021). The teaching tools include instructional design and learning outcomes arranged in specific domains and phases. Instructional materials include cognitive, affective, and psychomotor aspects that students should acquire (Depdiknas, 2008). Books, handouts, modules, students' worksheets, leaflets, audio, video, digital sources, and multimedia are the teaching tools teacher might use for effective teaching. Accordingly, handouts, modules, student worksheets, booklets, audio, video, digital sources, and multimedia are the teaching media that teachers should prepare and develop.

According to (Depdiknas, 2008), the principle of developing instructional material or modules are relevance, consistency, and adequacy. Modul consists of material, tasks, and evaluation to help students achieve individual learning (Depdiknas, 2008). The excellent module should have the characteristics: 1) self-instructional means module should have learning objectives, material arranged from general to specific, easy to complex, examples and illustrations, task, test, answer keys, contextual material,

communicative and understandable, conclusion and summary, feedback, references, and diagnostic and enrichment materials, 2) self-contained means module facilitates students with an opportunity to study complete material, 3) stand-alone means modules must be independent or not used together with other learning material and students are independent, do not use different media to study or do assignments in the module, 4) adaptive means modules should have high adaptive power to develop science and technology, adaptize to developments of science and technology and are flexible, 5) user-friendly means every instruction and presentation of information is helpful and friendly to the user, including the ease of responding and accessing; 6) the language is simple and understandable and the module uses standard terms for user-friendliness (Depdiknas, 2008). The module with these characteristics helps students understand the module content. To sum up, the module, as the instructional materials, should consist of learning objectives, material explanation, tasks, evaluation, and feedback which are packaged in a unified of competencies to be mastered by students. The module developed in this study was the electronic module using Sway Office because it was costless and easy to use.

The modules include subject reviews, introductions, exercises, summaries, evaluations and answer keys, follow-up, and a bibliography. A module as a media of teaching and learning should have elements, namely: a) format including column, page setting, size, and sign or icon; b) organization including the completeness of each component, readable text, and layout; c) element of interesting include cover design, content design, and central view; d) element of the font such as size, type, color; e) free space, attractive, format, free space, and; f) consistency refers to a module as a whole learning media should be consistent in terms of format, font, space, layout, and interest (Arifin, 2017). According to (Depdiknas, 2008), module components include a) module content should include explicit instruction, relevance among topics, tasks, and tests, straightforward understanding of the subject, the term used, and test/ task instruction and significance; b) module performance includes cover, font, example, illustration, graph, and its component; c) learning instructional, module must be engaging and easy to understand, and tests/ task help to understand the content; d) significance of the module for students to learn must be positive. The principles of writing modules are: 1) having clear learning objectives, 2) having tests and feedback, 3) arranging material from easy to difficult ones, and 4) linking to students' daily lives (Depdiknas, 2008). Module content, performance, learning instruction, and significance should help and motivate students to achieve the learning objective.

Local wisdom is people's knowledge that emerges from a long period between the people and their environment. People use local wisdom as a basis for environmental management. Each region has different kinds of local knowledge/ local wisdom. This difference is a potential for the community to enhance local wisdom (Milanda et al., 2022). Local wisdom is one's effort to use his mind (cognition) to act and behave towards something, object, or event in a particular space. A person's ability to use his mind in acting or behaving as a result of an assessment of something, object, or event is also known as local wisdom. Building national identity through education with the insight of local wisdom (local genius) is a foundation of community identity (Daniah, 2020). Humans enhance their local wisdom to fulfill their life needs, and their local wisdom always increases in number, variety, and quality (Diem, 2012).

People's high local wisdom will affect their cultural awareness. Local wisdom in this study focuses on traditional batik crafts Malay in Riau province named *Songket*. *Songket* comes from the word "*songkit*," which means gouging and hooking as the primary cloth weaving process (Lestari & Riyanti, 2017). Historically, *Songket* originated from Chinese traders who brought silk and Middle Eastern traders who brought gold based on gold-plated *Songket*. The motifs can be arranged vertically and horizontally using metallic yarn (Hendra & Agustin, 2022). The community interprets a *Songket* as a cloth woven using gold or silver thread. This study used *Songket* themes as reading text material and developed into creative writing in the R&W course.

The R&W course for tertiary-level students was integrated with two skills: receptive and productive. The course covers an interactive process of thinking, evaluating, judging, visualizing, and stating the reasons for problem-solving to build meaning (Anderson, 1999; Nunan & Choi, 2023; Nutall, 1996). In

Reading and Writing courses, students must have critical and creative thinking skills. Cognitive Academic Language Proficiency (CALP) is required in the R&W course. CALP is a high-level skill that includes the four language skills, listening, speaking, reading, and writing. At the same time, BICS (Basic Interpersonal Communication Skills) is a language skill for social interaction that does not require high-order thinking skills (Cummins, 1979, 2018). Both BISC and CALP are needed to have communicative competence in language learning.

Several researchers have developed the e-module to improve student ability in science education (Landina & Agustiana, 2022; Naser et al., 2023; Wulandari & Oktaviani, 2021). In addition, Astalini, Darmaji, Kurniawan, Anwar, & Kurniawan (2019) developed an electronics module to improve student achievement in physics education. Niu & Mogana Dhamotharan (2016) developed corpus-based materials to promote medical students' ability in ESP courses. Reading and Writing books based on local wisdom was very limited, and lecturers and students rarely used teaching materials based on local wisdom in R&W courses. Therefore, this study focused on developing a local wisdom-based e-module to increase students reading ability, local wisdom awareness, and creative writing using a sway office.

2. METHODS

This study focused on developing a local wisdom-based e-module for the R&W course. The research method is Research and Development (R&D), which is a method for developing, improving, and evaluating educational programs and materials to produce products (Swanson et al., 2014). The stages of R&D used in the study are (a) research and information collecting, (b) planning, (c) development of product drafts, (d) limited trials, (e) initial refinement of the product, (f) field trials, (g) revision of field trial, (i) dissemination (j) improvement final product (Borg, 2014)

Participant

Thirty-three students academic year 2022-2023 were selected purposefully as the sample in this study. They were enrolling in a Reading and Writing course at a public university in Indonesia. The reason for choosing these students was because they were in the first grade, and the objectives of the first-level R&W course were to enable students in critical reading and creative writing skills. Writing a paragraph or essay about local wisdom is a creative writing product.

Instrumentation

The research instrument of this study were validation sheets, questionnaires, and interviews. The interview was used for the preliminary research. Six students from high and low groups were interviewed for the need analysis purposes and to get data about the type of local wisdom material they prefer to learn. Questionnaires were used to gather data from media experts, content experts, and user validators. The validators also filled out the validation sheet for product validity. Then, a student questionnaire was used to gather data on students' motivation and cultural awareness of using e-module based on local wisdom. The questionnaire was developed based on the characteristic of an exemplary module (Arifin, 2017; Depdiknas, 2008). A Likert scale of 1- 4 was used to answer the questionnaire. The validity category used is presented in Table one below.

Table 1. The validity category

No	Average Interval score	Validity Category
1	$3.25 \leq x \leq 4$	Very valid
2	$2.5 \leq x < 3.25$	Valid
3	$1.75 \leq x < 2.5$	Less valid
4	$1 \leq x < 1.75$	Invalid

(Sugiyono, 2013)

Validation techniques by two media expert validators and two content expert validators were done simultaneously. The flowchart of this research is shown in Figure 1 below.

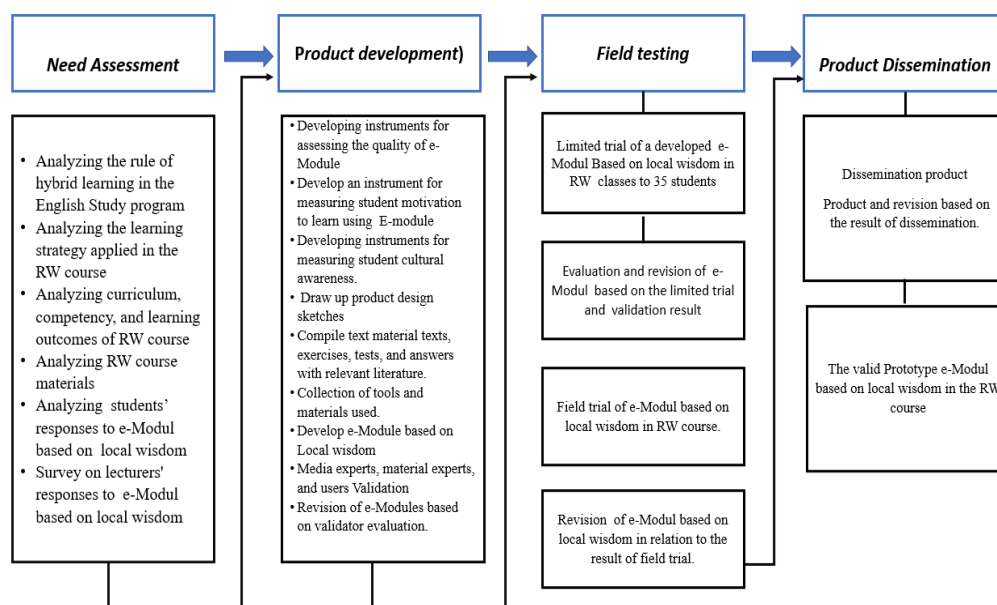


Figure 1. Development e-Module Based on Local Wisdom in R&W Course

3. FINDINGS AND DISCUSSION

This section presents research findings in response to the research questions about the validity of local wisdom-based e-module in R&W courses, students' cultural awareness of local wisdom, and the increase of students' motivation in learning R&W course based on local wisdom. The interview, questionnaires, and open-ended data were analyzed to answer the research questions.

3.1 Need Assessment

Need assessments were done on students, curriculum, and facilities. Based on the result of the need analysis on the first-grade students in R&W class, they come from different cultural backgrounds, were interested in learning the local wisdom material, and wanted to know more about their local culture. The curriculum analysis showed that universities implement independent curriculum, which facilitates students' learning based on their potential and individual characteristics. The course objectives were to enable students to do critical reading and creative writing in the R&W course. The facilities analysis showed that technological equipment and the internet were available for implementing e-module-based and hybrid learning. A survey on teaching materials also found that the R&W teaching materials used by lecturers did not contain the local substance. The evaluation did not lead to an increase in students' cultural awareness. Consequently, an e-module based on local wisdom was developed to increase students' cultural awareness and creative writing in the R & W course. The reason for choosing this topic was because the issue was more exciting and attractive to students and supported independent learning competence.

3.2 Product Development

The development stages include a) planning on preparing the syllabus and outline of the module, learning outcomes, module design, writing the initial draft, completing the draft, the outline of e-

module content, b) outlining module design, writing draft 1, completing draft 1 to draft 2), c) review, try out and revision (expert review, small group trials, and field trials), d) finalization and printing stages. These stages are as follows.

a. Planning Stage

At the planning stage, the researchers made a plan for e-module targets, competencies, e-module content, materials, media, and assessment procedures. The module framework is in Table 2 below.

Table 2. E-module Framework

Title	Reading and Writing Based on Local Wisdom		
Target	Level 1. The tertiary students of the English Study Program		
Framework	Understanding Reading and Writing texts based on the local wisdom		
Competency	Able to read texts about local wisdom and develop creative on local wisdom		
Media	Laptop, smartphone, internet		
E-Module content	Local wisdom-based reading and writing Themes: Riau Malay Songket Ybale		
Sub Topic	Reading Objectives	Writing Objectives	Evaluation
Motifs, function, and value of Riau Malay Songket	1. find out the general idea 2. find out specific information 3. Implied meaning 4. Writer purposes 5. Moral value	Develop a descriptive essay about the different motifs, functions, and values of Riau Malay Songket.	Answer the questions. Fill in the blanks, and develop paragraphs (Weiner & Green, 2006)
Wafe, tool, and the process of making Songket	1. find out the general idea 2. find out specific Information 3. Implied meaning 4. Writer purposes 5. Moral value	Develop a procedure essay about how to make batik	Answer the questions, fill in the blanks, develop paragraphs, and share
Manufacturing process using non-machine weaving equipment (NWE)	1. find out a general idea 2. find out specific Information 3. Implied meaning 4. Writer purposes 5. Moral value	Develop a descriptive essay about the <i>Batik</i> manufacturing process using machine weaving	Answer the questions, fill in the blanks, develop paragraphs, and share

b. Development stage

The attractive e-module was developed to increase students' motivation and cultural awareness. The components of the e-module developed were cover, module framework, learning framework, competencies, material, summary, exercise, evaluation, answers, and explanations.

The review and revision were done when the product was developed. The revision aimed to improve the e-module developed. Corrections were made due to assessments and suggestions from material and media experts. Validation of the e-module was done based on expert evaluation and recommendation. The results of the experts' evaluation improved e-module quality.

3.3 The Validity Result

A local wisdom-based e-module for teaching R&W courses was developed. Instruments were constructed based on a blueprint using a Likert scale of 1 to 4. The data from media experts and material

experts were analyzed for product validity. Students were also filling out questionnaires to assess the e-module validity.

3.3.1 Media expert validation result

The validity scores were gained using the graphical feasibility assessment aspects set, including size, cover design, e-module content design, and media expert's validator data. The media expert evaluation was done twice. The E-Module was revised and improved based on the results of the first media experts' evaluation and recommendation. In the second session, the media expert score result was increased. The data from the first and second sessions of media experts' evaluation is presented in Table 3 below.

Table 3. Media Expert Validation Scores

Statement questionnaires	Validation Score			
	I		II	
	Score	%	score	%
I. The size of e-module				
1. Conformance of e-module size with ISO standards	8	100%	8	100%
2. Appropriateness of the size of the e-Module with the content material	7	87 %	8	100%
Sub Total 1	15	94%	16	100%
II. E-Modul Cover Desain				
3. The letters used are attractive and easy to read.	7	87 %	8	100%
4. Not so many letter combinations	7	87%	8	100%
5. Illustration depicts the contents of the module, the characters, and the color of the original object.	6	75%	7	87.5 %
6. Harmonious colors and layout elements clarify the function	6	75%	8	100%
Sub Total II	26	81%	31	97%
III. Desain E-Modul content				
7. Consistent and proportional layout	7	87%	7	87 %
8. Complete layout elements	6	75%	7	87 %
9. The placement of illustrations/images does not interfere with the title, text, and page	6	75%	8	100%
10. The typography of the e-module content is not too much variation.	7	87 %	8	100%
11. The use of letters in e-modules is attractive and readable, with not many variations in shape and color	7	87 %	7	87 %
12. The quality of the video presented in the e-Module, the material, and the sound are heard clearly	6	75%	7	87 %
13. Local content material in e-module is easy to understand and use	6	75%	8	100%
14. The color composition of e-modules based on local wisdom is appropriate and attractive.	7	87 %	8	100%
15. The quality of the images presented in the e-Module is good, according to the material, good, easy to understand	6	75%	7	87%
16 The use of media in e-modules (images, videos) works well	6	75%	7	87 %
17. The practical use of the e-module is easy to operate, store, and quickly respond.	7	87 %	8	100%

18. The font, italics, and spacing are proportional	7	87 %	8	100%
Sub Total III	78	81%	90	94%
Total score	119		137	
Percentage	83%		95%	
Criteria	Very Valid		Valid	

Criteria 4= Very good 3= Good 2. = Enough 1=Not good

The media expert validation result shows that the size of E-Modul covers is 94% at the first evaluation and 100% at the second evaluation, which was categorized as very valid. The design of e-Modul cover validation scores were 81% at the initial assessment and 97 % at the second evaluation, classified as very valid. The Desain of e-Modul content validation scores was 81.25 % at the first evaluation and 94 % at the second evaluation, categorized as very valid. Consequently, the result of media expert validation for the three aspects was 83% at first and 95 % at the second evaluation. It is concluded that the E-module graphic meets the ISO standard (Arifin, 2017).

3.3.2 Content Expert Validation Result

Based on Depdiknas (2008) e-module should contain self-instructional, self-contained, stand-alone, adaptive, and friendly aspects. Content expert analysis of e-Module using the content validity assessment was done twice by two content expert validators. Based on the first content experts' evaluation and recommendation results, the e-module was revised and improved. The second session of content expert validation result was increased. The data of the first and second session content experts' validators are presented in Table 4 below.

Table 4. Content Expert Validation Scores

Questionnaires Statement	Validation scores			
	I		II	
I. Self-Instructional				
1. The competencies to be achieved are clearly defined	7	87 %	8	100%
2. Material/topic is defined clearly to facilitate independent learning	6	75%	7	87 %
3. Examples and illustrations are easier to understand the material.	7	87. %	8	100%
4. E-module has exercises, assignments, and questions to be used independently (self-assessment)	7	87 %	8	100%
5. Each topic of the e-module is presented contextually	6	75%	8	100%
6. E- module has a summary of the material	8	100%	8	100%
7. E-module has feedback to define the student mastery level	7	87 %	8	100%
8. There are references and enrichment that support learning	7	87 %	8	100%
Subtotal 1	55	85%	63	98%
II. Self-Contained				
9. The e-module contains all material in one competency unit	6	75%	7	87. %
10. The material is presented gradually in topics and sub-topics	6	75%	7	87. %
11. The broad scope of the material covered is contained in the competency as a whole	6	75%	7	87. %
Sub Total II	18	75%	21	87%
III. Stand Alone				
12. E-module can be learned without the help of other sources	7	87 %	8	100%
13. E-module can be learned without the help of other media	7	87 %	8	100%

14. E-module can be learned without the help of other people	7	87 %	8	100%
Sub Total III	21	87%	24	100%
IV. Adaptive				
15. E-module can be used with the latest multimedia	6	75%	7	87%
16. Content of e-module relevant to current knowledge	6	75%	7	87 %
Suh Total IV	12	75%	14	87%
V. User friendly				
17. Instructions and information is friendly to users	7	87 %	8	100%
18. The terms used are understandable	7	87 %	8	100%
19. E-module is easy to access by users	6	75%	7	87 %
20. E-module guideline is easy for users to follow	7	87 %	8	100%
Sub Total V	27	84%	31	97%
Total	133		153	
Percentage	82.%		95%	
Category	Very Valid			

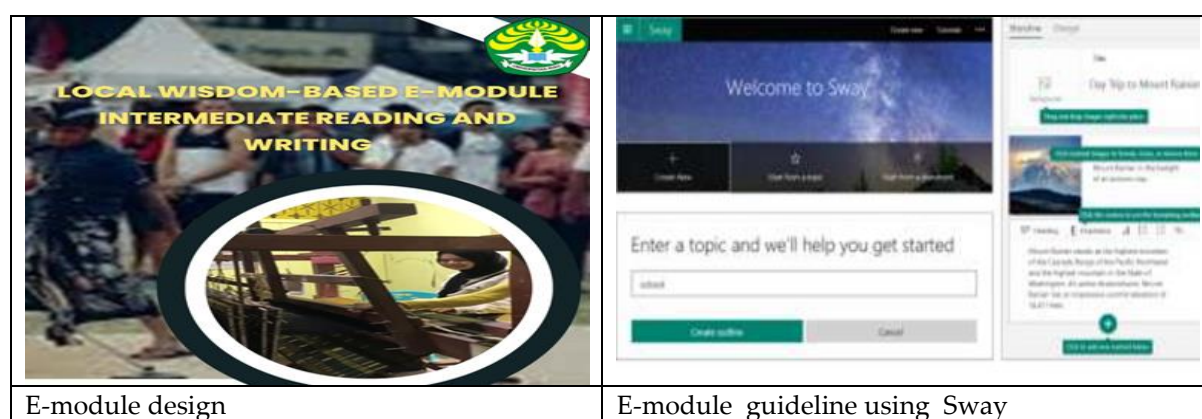
The content expert validation scores for self-instructional were 85 % in the first session and 98% in the second session, and for the self-contained aspect, they were 75% in the first session and 87% in the second session. The content expert validation score for Stand Alone was 87% in the first session and 100% in the second session. Then, the adaptive aspect score was 75 % at first and 87% at second evaluation. The user-friendly aspect score was 84% in the first session and 97% in the second session. The overall content expert validation score was 82% at the initial assessment and 95% at the second evaluation. It is concluded that the content of the e-module was feasible to be used in R &W course based on local content. The evaluation of the content and media expert validators improves the e-module quality. The revisions from the validators are presented in Table 5 below.

Table 5. Expert validation revision

C	Suggestions	Revision
O	Material/topic needs to be defined clearly.	Add more explanation about the topic.
N		
T	The topic is less contextually presented.	Present the topic more contextually.
E	The e-module contains all material in one competency	Define the competency of the e-module and each topic
N		
T	The graduality of the less clear	Arrange the topic gradually.
E	The broad scope of the material covered the competency.	Review the scope of the material.
X	Make the E-module match the latest multimedia.	Update the module to match the interactive media.
P		
E	Make the content of the E-module update to current knowledge	Make it more relevant
R		
T	E_modul is less easy to access for users.	Make it more accessible.
M	The module's contents, characters, and the color of the original object are less relevant.	Make contents, characters, and colors similar to the original object.
E		
D	Colors and layout elements are less clarify their function	Make Colors and layout elements more functional

I A E X P E R T	Add more layout elements.	Add layout elements
	The placement of illustrations /images does not interfere with the title, text, and page.	Make the illustrations/images fit to title, text, and page.
	The quality of the video and the sound need to enhance	Enhance the quality of video and sound
	Please describe the local content in the e-module in more detail and with specifics.	The material's local content in the e-Module is described in detail and more precisely.
	The quality of images presented less support for the text material	Improve the quality of images
	Images and videos fewer works unwell	Improve the connection of images and videos.

Some improvements were made concerning the suggestions of media and content validators. The material was arranged gradually to meet the competency of the course and the interactive media used. The improvement in e-module guidelines, color, layout, and illustration make e-module more attractive and easy to use. The product was then produced as a result of validator suggestions. The final product is presented in Picture 1 below



Picture 1. The revised Local Wisdom-Based E-Module of Reading & Writing Course

3.4 Field testing

Limited field testing was done on the tertiary students in the R&W classroom. The field trials was carried out after the e-module development stage was completed. The evaluation includes using e-module as a learning media and the effect of learning R&W using e-module on their motivation and cultural awareness. The students learn by using this module, then provide an assessment for learning using an e-module.

3.4.1 User evaluation on the local wisdom-based e-Modul in the R&W course

The users of the e-module were first-year tertiary students who were studying academic reading and writing. A total of 35 students that used e-module based on local wisdom in R & W courses responded to the questionnaires. The questionnaire consisted of media, culture awareness, and motivation indicators, as discussed in the following

- a. *User validation on the local wisdom-based e-Modul in the R&W course calculated*

User validation data on the design of the e-module was collected through questionnaires. The data were then calculated to determine the percentage of their responses toward the e-module. The

questionnaires about using e-module as a learning media consisted of 7 items presented in Table 5 below.

Tables 5. User validator on e-module as learning media

No	Questionnaires Statement	Validation Scores	
		Score	%
1	The e-module cover has an attractive appearance.	135	96%
2	The e-module material makes me more enthusiastic about learning.	130	92%
3	The font used in the e-module is clear and easy to read	131	92%
4	Sentences in the e-module are accessible and understandable	120	85%
5	The instruction in the e-module is clear and practical	123	87%
6	The color of the e-module is exciting.	134	95%
7	Examples and descriptions of tasks and tests in the e-module are understandable.	120	85%
	Total	893	90%

Users' validation on using e-module based on local wisdom in the R&W course was 90%, categorized as very valid. The e-module is valid to be used in the R&W course. Even though the research result is very valid, some improvement was made based on the user recommendation. The words, sentences, and language used were revised to increase students' understanding of the topic of local wisdom in Riau Province. Example and description sentences were also simplified to make the informative purposes of the text read.

b. *User responses on the use of e-module in improving their cultural awareness.*

Students' awareness data on local wisdom was gained through eight questionnaires. Thirty-three students responded to the questionnaires consisting of 8 items, as presented in Table 6 below.

Table 6. Students' cultural awareness using e-module base on local wisdom

II	Questionnaire statements	score	%
1	E-Modul Reading and writing based on local wisdom helped me understand the course better.	125	89%
2	The integrated topic/ Sub topics of local wisdom in the e-Modul make me understand my local culture	122	87%
	Information provided in the e-module based on local wisdom increased my knowledge about my local culture.	130	92%
2	E-module based on local wisdom supports me in reading more about my local culture	124	88%
3	The integrated exercises for productive and receptive skills in the E-Module based on local wisdom support me in developing writing on a local cultural topic	125	89%
4	The integration of local content into the E-Modul make me aware of my richest local culture	127	90%
5	The video provided in the e-module made me understand more about my local culture	125	89%
6	The video provided in the E-Module made me explore more about my local culture	131	92%
7	Online interaction provided in the E-Module make me easier to share idea with my friends from the same or different culture	133	93%

8	The video provided in the e-module increased my curiosity about my local culture.	130	92%
	Total	1272	90%

Using an e-module based on local wisdom improved students' cultural awareness. It was found that 90% of students agreed that their awareness of local culture increased after they learned the R&W course using an e-module. It is concluded that using an e-module based on local wisdom in the R&W course improves students' awareness of local culture.

c. User responses on the use of e-module in improving their motivation in R&W course.

Seven questionnaires were used to get the data on student motivation to learn using an e-module based on local wisdom. Users' responses to the questionnaires as presented in Table 7 below.

Table 7. Student motivation to R&W course using local wisdom-based e-module

No	Students' Motivation	Score	%
1	E-module based on local content motivates me to learn the Reading and Writing course.	124	88%
2	E-Module based on local wisdom makes me motivated to write more about local wisdom topic	125	89%
3	Images of the local content presented in the e-module help me better understand the topic/sub-topics.	120	85%
4	The integrated exercises in the e-module based on local wisdom make me motivated to learn the topics	133	93%
5	The video provided in the e-module made me understand more about reading text.	130	92%
6	The video provided in the e-module makes me interested in exploring more about reading text on local wisdom	120	85%
7	Online interaction and sharing ideas in the e-module make me interested in doing them.	132	94
14	The use of e-module makes learning activities more enjoyable	124	88%
	Total	1008	89%

Using an e-module based on local wisdom increased students' motivation to learn the R&W course. Data analysis showed that 89% of students were motivated to learn R &W using an e-module based on local wisdom.

3.5 Dissemination

Evaluation and revision for finalizing of product based on the result of product dissemination. Finalization in terms of re-correcting the writing and its completeness, suitability of images, tables, bibliography, and page numbering so that it is ready for e-printing. As a result, a valid prototype of a local wisdom-based e-module for the R&W course was produced.

4. CONCLUSION

The research produced a local wisdom-based e-module in a Reading & Writing course for tertiary students in Indonesia. The e-module is developed by referring to the institution's outcome-based curriculum and the need analysis results for students and lecturers. The validity of a local wisdom-based e-module in an R & W course for tertiary students in Indonesia was proven based on the media expert, content expert, and user validation analysis results. A local wisdom-based e-module can

increase the students' cultural awareness and motivation to learn R&W courses. Dissemination of the e-module is limited to tertiary students in R&W classes. The research has only analyzed the validity of the local wisdom-based e-module in an R & W course for tertiary students in Indonesia but has not yet examined its effectiveness. It is suggested that the users of the e-module give some input to make the e-module better.

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