Development of E-Module Based on the Revitalization of Traditional Games as a Learning Media in the Curriculum Study and Learning Planning Course in the PGSD Department, Fip Unimed

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Abstract. The main goal of this research is to develop an e-module, enhance students' ability to modify learning resources, and assess the feasibility, student evaluations, and practicality of the e-module as a learning medium developed for the Curriculum Study and Learning Planning course in the PGSD Department, FIP UNIMED. This research follows the research and development approach using the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. The quality of learning is measured through learning mastery, which includes the preparation phase, the learning process, and the outcomes achieved. However, based on observations in the Curriculum Study and Learning Planning course that has been conducted in the PGSD Department of UNIMED, it was found that students have a low mastery of developing learning materials, a lack of insight into utilizing learning resources derived from local wisdom, and a limited understanding of the course material of Curriculum Study and Learning Planning due to the scarcity of literature or references related to the course material. The research findings indicate that the practicality data from two lecturers have an average value of 55, which falls within the range $X > 47.6$, categorizing it as very practical. Additionally, the practicality data from 40 students have an average value of 54.9, also falling within the range $X > 47.6$, and thus categorized as very practical.

Keywords: Development, E-Module, Learning Media, Revitalization, Tradisional Games, Character Education.

1 Introduction

Law No. 20 of 2003 emphasizes that "national education aims to develop the abilities and shape the character and civilization of a dignified nation and to create individuals who are faithful and pious towards the One Almighty God, creative, independent, and of noble character."[1]. Character development must be carried out systematically to achieve emotional maturity in students. There are numerous issues related to the character of the nation's youth, particularly in the case of students. Students with good character can certainly provide solutions to various problems. Weak awareness of local wisdom and the fragility of Character Education in PGSD Department students.

Shaping students' character can be done by using enjoyable media that still embody the values of Indonesia's local wisdom, such as through e-modules based on traditional games. Additionally, students gain insights into managing learning activities by utilizing traditional games as learning resources. There are numerous benefits of traditional games that can be used to shape students' character, including training in honesty, developing social skills, self-control, fostering empathy, enhancing creativity, and so on[2].Therefore, traditional games are an effective way to build students' character because through traditional games, students can learn and shape their own character in an enjoyable and, of course, fun manner.

The quality of learning is measured through learning mastery, which includes the preparation phase, the learning process, and the outcomes achieved. However, based on observations in the Curriculum Study and Learning Planning course that has been conducted in the PGSD Department of UNIMED, it was found that students lack interest, willingness, desire, perseverance, and seriousness in learning. Their understanding of curriculum development is low, and they have limited insights into utilizing learning resources derived from local wisdom. Additionally, there is a lack of understanding of the course material of Curriculum Study and Learning Planning due to the scarcity of literature or references related to it. In this way, it is important to give learning media, particularly e-modules, that can upgrade understudies' personality and dominance of the Educational plan Review and Picking up Arranging course material. The creation of e-modules as a learning tool to enhance students' insight and character is one of the optimization efforts that instructors can make[3].

2 Method

A type of development research is this one. Sugiyono [4] It is expressed that the primary target of this innovative work technique is to create a particular item and evaluate the plausibility of the created item. The priority product to be produced in this research activity is an e-module based on the revitalization of traditional games as a learning medium developed for the Curriculum Study and Learning Planning course in the PGSD Department of FIP UNIMED. The improvement model utilized in this examination is the ADDIE model. (Analysis, Design, Development, Implementation, and Evaluation)[5].
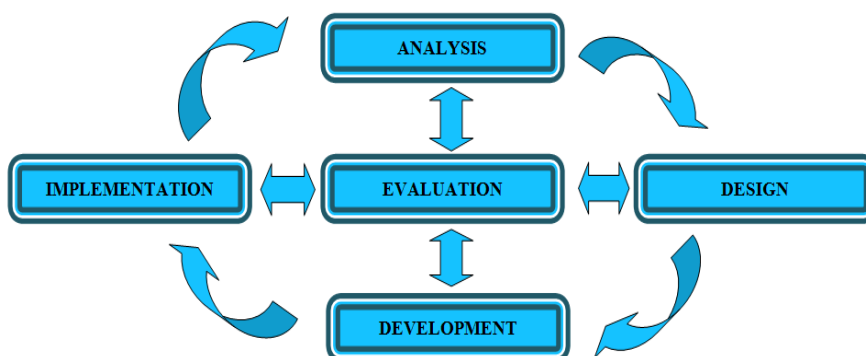

Fig. 1. Stages of the ADDIE Development Model

The steps of the research and development procedure will be elaborated as follows:

a. Analyze

The analysis stages conducted are as follows: a. Identifyingthe CPMK (Competency Standard) of the Curriculum Study and Learning Planning course and the sub-CPMK of the Curriculum Study and Learning Planning course material. b. Identifying the learning activities in the Curriculum Study and Learning Planning course. c. Analyzing the learning media used. d. Analyzing thes tudents' activity in participating in the learning process. e. Conducting a needs analysis for the learning media to bedeveloped.

b. Design

The preparation of the e-module draftis carried out through the followings tages: a. Determining the title of the learning e-module based on the analysis that has been conducted. b. Setting the learning objectives, which are the CPMK and Sub CPMK that students must achieve after studying the e-module. c. Establishing the outline of thelearning e-module. d. Developing the content tobe used in themodule, taking in to account the results of the needs analysis that has been conducted. The stage of creating research in struments in cludes assessments heetsfor media experts and content experts to measure the feasibility. Question naires for users (students) to gauge user responses. Tests to assess effectiveness.

c. Development

1. Developingthe e-learningmodule

In this stage, the e-module draftis developedaccording to the predetermined structure.

2. Testing theproduct'sfeasibility

The productand assessment instruments are distributedto media expert sandcontent experts to assess the feasibility o fthe e-learning module that has beencreated.

d. Implementation

Data on the practicality of the e-module is obtained through a practicality questionnaire. This stage involves 2 lecturers and 40 students.

e. Evaluation

In this stage, an evaluation is conducted to identify various shortcomings in the implementation phase as a reference for improvement in order to achieve perfection in the development of the e-module[6].

3 Result and Discussion

3.1 Result

Data on the practicality of the e-module is obtained through a practicality question naire. This stageinvolves 2 lecturer sand 40 students.

Based on the analysisresults, the following out comes were obtained:

A. The assessment of the practicality of the e-module by the lecturers can be seen in the following table.

B. The assessment of the practicality of the e-module by the lecturers can be seen in the following table.

Table 1. Analysis of Practicality Assessment Questionnaire by Lecturers

Respondents	Respondent Assessment														Total	Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Rahmilawati, M.Pd.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	55	
Sugianto, MA.	4	4	3	4	4	4	4	4	4	4	4	4	4	4	55	55

It is evident from this table that two lecturers were respondents who commented on the e-module's practicality. At the stage of the e-module practicality test, 14 lecturer response statements about the e-module's practicality received an average score of 55.

Table 2. Recapitulation of Practicality Assessment Questionnaire Analysis Data from Lecturers

No.	Range	Frequency	%	Category
1.	$X>47,6$	2	100	Very Practical
2.	$39,2>X\leq47,6$	0	0	Practical
3.	$30,8>X\leq39,2$	0	0	Moderately Practical
4.	$22,4>X\leq30,8$	0	0	Less Practical
5.	$X>22,4$	0	0	Not Practical

In view of the table, it can beseen that theaverage reasonableness rating of the e-module from two speakers as respondents fallswithin therange $X > 47.6$. This value falls into the very practical categor

C. The assessment of the practicality of the e-module by the students can be seen in the following table.

Table 3. Analysis of Practicality Assessment Questionnaire by Students

No.	Respondents	Respondent Assesment														Total	Average
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	R1	4	3	4	4	4	4	3	4	4	4	4	4	3	3	52	54,9
2	R2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	55	
3	R3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
4	R4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	55	
5	R5	4	4	4	3	4	4	4	4	4	4	4	3	4	4	54	
6	R6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
7	R7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
8	R8	4	4	4	4	4	3	3	4	4	4	4	4	4	4	54	
9	R9	4	4	4	4	3	3	4	4	4	4	4	4	4	4	53	
10	R10	3	4	4	3	3	4	4	4	4	4	4	4	4	4	53	
11	R11	3	3	4	4	4	4	4	4	4	4	4	4	4	4	54	
12	R12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
13	R13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
14	R14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
15	R15	3	4	4	4	4	4	4	4	4	4	4	3	4	4	54	
16	R16	4	4	4	4	4	4	4	4	4	4	3	4	4	4	55	

17	R17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
18	R18	4	4	4	4	4	4	4	3	4	4	4	4	4	4	54
19	R19	4	3	4	4	4	4	4	4	4	4	4	4	4	3	54
20	R20	4	4	4	4	4	4	4	4	4	4	4	4	4	3	55
21	R21	4	4	4	4	4	4	4	3	4	4	4	4	4	4	55
22	R22	4	3	4	4	4	4	4	4	4	4	4	4	4	4	55
23	R23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
24	R24	4	4	4	4	4	4	4	3	4	4	4	4	4	3	54
25	R25	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
26	R26	3	3	4	4	4	4	4	4	4	4	4	4	4	4	54
27	R27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
28	R28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
29	R29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
30	R30	3	4	4	4	4	4	4	4	4	4	4	3	4	4	54
31	R31	4	4	4	4	4	4	4	4	4	4	3	4	4	4	55
32	R32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
33	R33	4	4	4	4	4	4	4	3	4	4	4	4	4	4	54
34	R34	4	3	4	4	4	4	4	4	4	4	4	4	4	3	54
35	R35	4	4	4	4	4	4	4	4	4	4	4	4	4	3	55
36	R36	4	4	4	4	4	4	4	3	4	4	4	4	4	4	55
37	R37	4	3	4	4	4	4	4	4	4	4	4	4	4	4	55
38	R38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
39	R39	4	4	4	4	4	4	4	3	4	4	4	4	4	4	54
40	R40	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56

3.2 Discussion

In 4the research findings discussion, it was found that the practicality data from 2 lecturers had an average score of 545, falling within the range X > 47.6, categorizing it as very practical. Additionally, the practicality data from 440 students had an average score of 54.9, also falling within the range X > 47.6, and thus categorized as very practical.

4   Conclusion

The analysis phase includes: a. Identifying the CPMK (Professional Student Competency Standard) for the Curriculum Study and Learning Development course and the sub-CPMK for the course material of Curriculum Study and Learning Development. b. Identifying the learning activities in the Curriculum Study and Learning Development course. c. Analyzing the learning media used. d. Analyzing the level of student participation in learning. e. Conducting a needs analysis for the learning media to be developed. The design phase includes: a. Drafting the e-module and b. Creating research instruments. The development phase includes: a. Developing the e-learning module and b. Testing the practicality of the product.

The practicality data from 2 lecturers with an average score of 55 falls within the range X > 47.6, categorizing it as very practical. Similarly, the practicality data from 40 students with an average score of 54.9 falls within the reach X > 47.6, additionally classifying it as extremely viable.

5 Acknowledgment

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