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Developing The E-Module of The Cidayu (Chinese, Dayak, and Malay) Community's Local Wisdom Using Fliphtml5 Software

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Abstract: This study aims to develop the E-Module of the Cidayu (Chinese, Dayak, and Malay) community's local wisdom using Fliphtml5 Software as a learning resource that incorporates cultural insights for students engaged in the foundational concepts of social studies. This study employed the research and development (R&D) method with the ADDIE model, which encompasses five stages: Analysis, Design, Development, Implementation, and Evaluation. The subjects of the study were 93 PGSD students in the 4th semester of ISBI Singkawang. The research instruments were questionnaire sheets, media and material expert validation sheets, and learning outcome questions. The data analysis techniques used in this study were qualitative and quantitative data analysis techniques. The research findings showed that the e-module was considered valid with an average value of 77.5% for media experts and 76.5 for material experts. The e-module also received a positive response from ISBI Singkawang PGSD students as seen from the results of the questionnaire responses seen from the appearance aspect getting a score of 75.8%, the ease of use aspect getting a score of 80%, and the usability aspect getting a score of 73.6%, resulting in an average score of 76.5 effectively empowering students to recognize, understand, respond, and engage with the local wisdom of CIDAYU. This study produced a T-count value of 8.236, exceeding the t-table threshold of 1.990. Therefore, it can be concluded that this electronic module can function as an independent learning resource that can be accessed for individual learning, so that it can improve students' learning achievements in terms of learning outcomes.

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Introduction

The rapid advancement of technology requires lecturers to continuously update the teaching materials used in their courses. These materials include books, modules, and student worksheets. Among the materials, the module serves as an essential resource that guides students in independent learning, as it contains specific instructions for users. According to (Daryanto, 2013), modules are structured teaching materials that are packaged in a complete and systematic manner, providing a set of planned learning experiences designed to help students master specific learning goals. Modules can be produced in either print or electronic formats, depending on user needs. Digital modules offer greater accessibility and portability, allowing students to learn at their own pace and according to their individual levels of understanding (Haspen et al., 2021). To facilitate tailored learning experiences, modules should be designed to be engaging and comprehensible, leading to the integration of digital modules that enhance the overall learning experience.

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The essence of social studies learning is the integration of learning activities with local wisdom. According to (Sapriya, 2017), social sciences encompass several elements. The first includes people, places, and the environment; the second comprises time and sustainability; the third consists of social and cultural systems; and the fourth encompasses behaviors related to welfare and the economy. Therefore, social studies learning should focus on the interaction between humans and the environment.

Local wisdom encompasses the behaviors and responses of individuals to changes in their physical and cultural environments. It represents a conceptual framework that exists within society, evolving continuously within the collective consciousness and relating to both sacred and profane aspects of daily life, while being inherently ordinary in nature (Istiawati, 2016). The emphasis on local wisdom is crucial as it introduces students to the knowledge available in their surroundings through the learning process. Education grounded in the local wisdom of the Chinese, Dayak, and Malay communities in Singkawang can help elementary school students connect academic learning with the real-life context of their local environment.

Singkawang City is situated in the northern part of West Kalimantan province. The population of Singkawang comprises 36.72% Malays, 40.38% Chinese, 7.26% Dayaks, and 15.64% from other ethnicities (Central Statistics Agency of Singkawang City, 2003). The residents of Singkawang, with their diverse backgrounds, coexist in peace and harmony (Haryanto, 2012). This harmony is cultivated through the local wisdom present within the community (Hasudungan et al., 2020). Notable forms of local wisdom in the Singkawang community include Cap Go Meh from the Chinese community, Naik Dango from the Dayak community, and Saprahan from the Malay community (Hasudungan et al., 2020).

In practice, social studies learning at both the school and university levels has not fully integrated local wisdom into its curriculum (Hurri & Widiyanto, 2018). A significant issue is the inadequate use of learning media based on information and communication technology (ICT) that draws upon local wisdom as a resource (Tohri et al., 2022). Currently, learning resources remain largely confined to printed materials, and there is a noticeable lack of emphasis on strengthening local wisdom values among students. Therefore, it is essential to enhance the understanding of local wisdom at the university level through the application of ICT, thereby providing students with diverse learning resources. As (Eni Fariyatul Fahyuni, S.Psi, 2017) notes, "ICT has software and infrastructure related to functional use, including issue search, collection, mechanisms, backup, distribution, decomposition, and printing in the form of electronic teaching materials." The integration of digital modules into social studies education can foster active and creative learning among students (Russell, William B., 2010).

Based on this context, educators can enhance their teaching effectiveness by utilizing electronic teaching materials, such as the Anyflip application. This application allows the integration of video, audio, and images. According to (Handayati et al., 2020), FLIPHTML5 is software designed to facilitate the development of engaging learning media, including digital modules, for educators. The urgency of this research is to preserve local wisdom in the community as a source of learning so that the values of local wisdom are maintained. The novelty of this research is regarding the local wisdom module of CIDAYU (Chinese, Dayak, and Malay) assisted by FLIPHTML5. The objective of this research is to develop a digital module that incorporates the local wisdom of the CIDAYU community (Chinese, Dayak, and Malay) using FLIPHTML5 Software as a learning resource for students enrolled in courses focused on the basic concepts of social studies.

Research Method

This study employed the research and development (R&D) method with the ADDIE model, which encompasses five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2022). The subjects of the study were 93 PGSD students in the 4th semester of ISBI Singkawang. The research instrument used a questionnaire sheet. The questionnaire used in this study was a product validation sheet carried out by presenting several experts or experts who had experience to assess the product. The validation sheet of material experts and media experts was used for product validation, adopted from previous research conducted by (Fadilah et al., 2023).

The data analysis technique used in this study was a qualitative and quantitative data analysis technique. The qualitative data analysis process in this study used (Matthew B. Miles, 2007). This study was conducted by reduction, suggestions and comments from each validator were written in text form, data presentation, reduced data was presented in the form of descriptions, and conclusions were drawn. While the quantitative data from the research results began with product validation which previously carried out an analysis of the validation data items used to revise the product. Furthermore, the validation data was quantified by giving a score according to the value that had been determined on the scale used. The next stage after scoring was carried out was analysis using descriptive statistics.

According to (Arkün & Akkoyunlu, 2008), the ADDIE model also incorporates a feedback mechanism and establishes the duration of learning activities. The five stages are as follows.

1) Analysis - The analysis stage conducted by the researcher involves a needs assessment, during which problems present in the field are identified. This needs analysis was carried out by distributing a questionnaire to students.
2) Design - The components included in the designed digital module consist of the module cover, preface, summary, table of contents, core competencies, basic competencies, learning materials, and practice questions.
3) Development - This stage of development is based on the previously established design. The developed digital modules are validated by a team of experts to evaluate their feasibility.
4) Implementation - The application of the developed products will be tested on students enrolled in the Basic Concepts of Social Studies course.
5) Evaluation - Evaluation is conducted at each stage of the ADDIE development process.
   a) Feasibility Analysis - The feasibility data analysis for the validation of linguists, materials, and design employs the Likert scale, which is prepared in this study in the form of statements. The responses to the instrument items are categorized into five options. The indicators measured in the statements are assigned scores ranging from 1 to 5, where (5) denotes "very feasible," (4) indicates "feasible," (3) signifies "moderately feasible," (2) represents "not feasible," and (1) indicates "very unfeasible." The percentage of the validation results provided by the expert team can be calculated using the following formula:

   $$P = \frac{\sum x}{\sum x2} 100\%$$

   To determine the feasibility or benchmark of the digital modules created, validation assessment criteria provided by expert reviewers are presented in the following table:

Table 1. Assessment Score Guidelines

Percentage%	Score Interval	Recommended Action
8-00	Highly Worthy	Implementation
61-80	Proper	Implementation

41-69	Quite Decent	Revision
21-40	Less Worthy	Revision
0-20	Very Unworthy	Revision

(Damayanti et al., 2017)

b) Practical Analysis - The analysis is conducted based on the responses of students who completed the questionnaire using a Likert scale comprising (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The percentage can be calculated using the following formula;

$$p = \frac{f}{N} \text{ x } 100\%$$

Table 2. Assessment Score Guidelines

No	Score Interval	Validity Criteria
1	81-100	Excellent
2	61-80	Good
3	41-60	Enough
4	21-40	Less
5	0-20	Very Less

(Yuniati, 2018)

c) Module Effectiveness Analysis

The analysis of effectiveness was conducted using the Rumur N-Galin score to assess the improvement of the digital module of Cidayu local wisdom, facilitated by Anyflip.

$$n\ gain = \frac{(\text{posttest score}) - (\text{pretest score})}{100 - \%\ \text{mean of pretest}}$$

Based on the above formula, the gain value equation was employed to evaluate the impact of the Cidayu local wisdom digital module, facilitated by Anyflip, on students. The validity value was determined using the gain formula to analyze students' understanding of the Cidayu local wisdom digital module, which was subsequently classified according to the normalized evaluation gain standards, as shown in the table:

Table 3. Criteria for Normalized Gain Scores

Gain Increase Criteria	Nominated Score
g- Tall	$g \geq 0.7$
g-/ Keep	$0.7 > g \geq 0.3$
g- Low	$G < 0.3$

(Hake, 1998)

d) Module Effectiveness Analysis

The effectiveness of the developed e-module was examined using a One Shot Case Study design. In this method, a single experimental group receives a treatment, followed by a post-test to evaluate the level of student learning outcomes (Widiarini et al., 2023). The effectiveness analysis began with a prerequisite test, specifically a normality test. This study employed the Kolmogorov-Smirnov test, facilitated by SPSS-20, for the normality assessment. Subsequently, to test the hypothesis regarding the effectiveness of e-module development in improving the learning outcomes of PGSD students in the Basic Concepts of Social Sciences course, a t-test was utilized. The average learning outcomes of PGSD students who used the e-modules in the course were calculated. After obtaining the calculated t-value (tcal), it was compared to the critical t-value from the t-table, using degrees of freedom (df) = n - 1, where n represents the number of samples, at a significance level of 5%. Next, the t-value from the table was compared.

Results and Discussion

The study involves several steps, including needs analysis, design, development, implementation, and evaluation. Initially, the analysis phase encompasses specific research techniques such as needs analysis, purpose analysis, and task analysis. For example, the needs analysis technique assists instructional designers in determining the necessary resources and potential limitations of their action plans (Muruganantham., 2015). The outcomes of the analysis are as follows: a) The curriculum utilized in the PGSD Study Program is the Independent Curriculum. Within the Basic Concepts of Social Sciences course, the focus is on multi-ethnic communities and the exploration of fundamental social science concepts, including the definitions of facts, generalization skills in social sciences, individual-human-environment interactions, the impact of foreign cultures on the Indonesian nation, and the struggles of the Indonesian nation toward economic independence. b) There is currently no module specifically addressing the E-Module on the Local Wisdom of the Cidayu Community (Chinese, Dayak, and Malay), assisted by Fliphtml5 as a learning resource. In the delivery of materials, lecturers rely on laptops and PowerPoint applications to present content in the form of images and text. The learning process encourages the development of learning media in the form of e-modules, providing students with diverse learning resources. The next step involves gathering resources to be used as references, including the curriculum, syllabus, materials, and other reference texts related to learning theories, instructional practices, and e-module development software. Subsequently, the process continues with the design phase, where the materials are prepared to serve as guidelines for creating the e-modules. During the design process, all research instruments are developed based on the needs identified in the research, including validation instruments, practicality assessments, and learning outcome tests.

The second stage is the design phase, during which the product is developed using Fliphtml5. The Local Wisdom Product of the Cidayu Community (Chinese, Dayak, and Malay), supported by Fliphtml5 as a learning resource, comprises 41 pages, including the module cover, preface, summary, table of contents, learning outcomes, instructional materials, and practice questions. The e-module content encompasses the Basic Concepts of Society, socio-cultural processes, types of social institutions, an analysis of the characteristics of Indonesian society, and the structure of local wisdom within the Chinese community, "Cap Go Meh," as well as the Dayak community, "Naik Dango," and the Malay community, "Saprahan." The development stages of the Local Wisdom e-modules for the Cidayu Community (Chinese, Dayak, and Malay) were evaluated through a feasibility test conducted by material and media experts. This assessment aims to determine the validity level of the Fliphtml5-assisted e-module on Cidayu Community local wisdom. The experts involved in this validity test include both material and media specialists. According to the results of the analysis, the findings of the validity and feasibility test of the developed e-module are summarized in Table 4.

Table 4. Results of Validity Analysis of the E-Module of Local Wisdom of the Cidayu Community

Aspects	Average Validity score (%)	Information	Follow up
Material Expert	77.5	Proper	Implementation
Material Expert	80	Proper	Implementation

Based on Table 4, the validity value assessed by material experts averaged 77.5%, while that of media experts was 80%. Therefore, the e-module on the local wisdom of the Cidayu community (Chinese, Dayak, and Malay), facilitated by Fliphtml5, is deemed feasible for use. The developed local wisdom e-module was subsequently tested for practicality. This

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practicality test aims to evaluate the extent to which the e-module effectively serves the Basic Concepts of Social Sciences course.

Practicality data were collected using practicality test sheets administered to PGSD students. The overall responses from the participants were analyzed using a percentage formula. The results can be interpreted according to the categories outlined in Table 5.

Table 5. Results of Practical Analysis of the Local Wisdom e-Module of the Cidayu Community

Aspects	Many Questions	Percentage (%)	Criterion
Display	5	75.8	Positive
Ease of Use	5	80	Positive
Benefit	5	73.6	Positive
Average		76.5	Positive

The results of the practicality analysis shown in Table 5 indicate that the appearance aspect received a score of 75.8%, the ease of use aspect scored 80%, and the usefulness aspect scored 73.6%, resulting in an average score of 76.5. This outcome suggests a positive response to the local wisdom e-module of the Cidayu community (Chinese, Dayak, and Malay), facilitated by Fliphtml5. The next phase involves implementing an effectiveness test. This test aims to determine the effectiveness of the e-module on local wisdom of the Cidayu community. The effectiveness assessment was conducted by administering 20 multiple-choice questions following the students' use of the e-module. This evaluation employs a One Shot Case Study design, incorporating a cognitive test as a post-test. Prior to this, a normality test was required as a prerequisite to ascertain whether the student score data were normally distributed. The Kolmogorov-Smirnov test results for the learning outcomes of PGSD students in the Basic Concepts of Social Sciences course yielded a value of 0.187 ($p \leq 0.05$). According to the criteria for the normality test, a Kolmogorov-Smirnov value of ≤ 0.05 indicates that the data are normally distributed, allowing the continuation to the t-test. Based on the analysis conducted using SPSS for Windows, the results can be presented in Table 6.

One-Sample Test						
Test Value = 70						
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower Upper	Lower Upper
Learning Outcomes	8.236	31	.000	11.938	8.98	14.89

Based on Table 6, the T-count value is 8.236, which is greater than the T-table value of 1.990. According to the criteria for hypothesis testing, when T-count ≥ T-table, the alternative hypothesis (Hα) is accepted, and the null hypothesis (H0) is rejected. Conversely, if T-count ≤ T-table, H0 is accepted, and Hα is rejected. Therefore, since T-count ≥ T-table, it implies that Hα—"There is an increase in the average learning outcomes of PGSD students after using the local wisdom e-module of the Cidayu community (Chinese, Dayak, and Malay), assisted by Fliphtml5"—is accepted, and H0 is rejected. Thus, it can be concluded that the e-module on the local wisdom of the Cidayu community (Chinese, Dayak, and Malay), facilitated by Fliphtml5, is effective for teaching basic concepts in social studies.

At the evaluation stage, assessments are conducted at each phase of the ADDIE development model (Mulyatiningsih, 2015). During the analysis phase, the results of the needs analysis are evaluated. In the design phase, the module's creation is reviewed based on feedback from material and media experts. At the implementation stage, evaluations are

conducted based on student responses and the readability of the e-module. The feasibility results for the local wisdom e-module of the Cidayu community (Chinese, Dayak, and Malay), facilitated by Fliphtml5, were obtained from two experts: material experts and media experts, as follows:

1) Subject Matter Expert: Material experts assess modules from the perspectives of content, language, presentation, and independent learning. This product assessment is conducted in two stages. In stage 1, the material expert was unable to assign a score due to several necessary improvements regarding the material, specifically: The language used is appropriate for the cognitive development level of the students. The content in the respective module requires further adjustment to align with the students' capabilities. Based on the recommendations from the material experts, the researcher subsequently made revisions in line with their guidance. During the second stage of consultation, material experts assessed the developed product, yielding a score of 80% in the feasible and implementable category.
2) Media Experts: Media experts evaluate the teaching modules based on covers, layouts, images and illustrations, and color schemes. The assessment of this product is also conducted in two stages. In stage 1, media experts did not provide a score, citing several areas requiring improvement in terms of media, namely: The presentation of images is not accompanied by sources, the writing layout appears disorganized, and the color selection is inappropriate. Following the suggestions from media experts, the researcher made revisions according to their recommendations. In the second consultation, media experts assessed the local wisdom module of the Cidayu community (Chinese, Dayak, and Malay), utilizing FlipHTML5, and assigned a score of 77.5% in the feasible and implementable category.

Discussion

The development of the local wisdom e-module for the Cidayu community (Chinese, Dayak, and Malay), utilizing FlipHTML5, is structured according to the ADDIE model. The validity results from material experts indicate strong content quality, which stems from various factors, including indicators of material quality, learning outcomes, and feedback. The content of the material prepared in the e-module aligns with the scope of the material in the basic social studies concepts course. Well-designed learning materials facilitate student achievement of learning objectives (Gerhardt-Szép, 2017). Furthermore, the e-module of local wisdom for the Cidayu community (Chinese, Dayak, and Malay), supported by FlipHTML5, meets the requirements for learning outcomes in the basic concepts of social studies courses within the Independent Learning curriculum. This includes essential topics such as social structures, socio-cultural processes, various types of social institutions, analysis of characteristics of Indonesian society, and societal structure (Suparlan, 2014).

Based on feedback from media experts, it was determined that the electronic module is categorized as "valid." This classification is attributed to several factors that enhance the quality of the module, including its cover design, color scheme, layout, and imagery. Firstly, regarding the cover, the E-module was designed attractively, adhering to established e-module formatting standards. Secondly, the color choices in the E-module are highly appealing. Thirdly, an analysis of the layout reveals that it is coherent, featuring appropriate font colors and arrangements that align with the content. Fourthly, the images utilized in the module are engaging and contribute positively to the overall presentation. From the perspective of material feasibility, experts noted that the content is structured sequentially and complemented by relevant images and music, which effectively captures students' attention

and facilitates comprehension of the material (Indah Junia & I Wayan Sujana, 2023); (Raqzitya & Agung, 2022). Consequently, the local wisdom e-module of the Cidayu community (comprising Chinese, Dayak, and Malay insights), developed with FlipHTML5, is deemed valid. This electronic learning module is considered practical for PGSD students enrolled in basic social studies courses. The E-module demonstrates practicality in terms of its appearance, ease of use, and overall benefits. Notably, it has the potential to motivate students, encouraging their active participation in the learning process. From a content perspective, all materials within the E-module are organized logically, employing suitable fonts and adhering to standard writing conventions (EYD). Effective learning modules should embody a self-instructional nature, incorporating only a single learning topic to ensure students remain focused on the material being taught (Nopiani et al., 2021). Moreover, the E-module has been enhanced with images to facilitate students' understanding of the content. Additionally, it includes evaluation questions, ensuring that students can easily navigate and utilize the module.

This electronic module, grounded in local wisdom, was developed by incorporating the cultural heritage of the Dayak, Chinese, and Malay communities in Singkawang City. The integration of local wisdom can provide a meaningful learning experience, as it enables students to engage with content that reflects their own experiences or observations within their surroundings. The introduction of local wisdom is crucial for preserving local culture, fostering a sense of appreciation for the diverse heritage of the Unitary State of the Republic of Indonesia. Students are first taught to value the culture of local wisdom in their region (Hasibuan, 2022). One significant advantage of e-modules is their ability to transcend spatial and temporal constraints, allowing access anytime and anywhere (Mutmainnah et al., 2021). The electronic module developed, based on local wisdom, has been demonstrated to be valid, practical, and effective in enhancing the learning outcomes of elementary school teacher education students in basic social science concepts. Results from the practicality assessment indicate that the module has received a positive response from these students. The development of the local wisdom e-module for the Cidayu community (comprising Chinese, Dayak, and Malay perspectives), created with the aid of FlipHTML5, has proven to be valid, practical, and effective in improving student learning outcomes in basic social studies courses. This research implies that the teaching of basic social studies concepts can be conducted efficiently, as this module is accessible via laptops and smartphones.

The local wisdom e-module of the Cidayu community (comprising Chinese, Dayak, and Malay perspectives), developed with the assistance of FlipHTML5, offers significant implications for students' understanding of local wisdom in Singkawang. E-Module of local wisdom of the Cidayu community (Chinese, Dayak, and Malay) for use by students and lecturers in the Basic Concepts of Social Studies course. This facilitates mastery of the material and positively impacts the average learning outcomes of elementary school teacher education students. Therefore, the product of this development, the e-module reflecting the local wisdom of the Cidayu community, is deemed suitable for implementation in educational settings, particularly in basic social studies courses, to enhance the learning outcomes of elementary school teacher education students.

Conclusion

The electronic module of local wisdom of the Cidayu community (with a Chinese, Dayak, and Malay perspective) developed with the help of FlipHTML5 has been valid, effective, practical, and useful for improving the learning outcomes of PGSD students. The validation results show the validity of the module, namely the average material expert is 77.5%, while

the validity value assessed by the media expert is 80%. Thus, the e-module on local wisdom of the Cidayu community (Chinese, Dayak, and Malay) based on Fliphtml5 is feasible to use. The e-module also shows a positive response from PGSD students, namely the appearance aspect gets a score of 75.8%, the ease of use aspect gets a score of 80%, and the usability aspect gets a score of 73.6%, resulting in an average score of 76.5. In addition to getting a positive response, it also shows that the product is feasible to use with a T-count value of 8.236 which is greater than the T-table value of 1.990, so that the e-module can improve the learning outcomes of PGSD students. This electronic module can function as a self-learning resource that can be accessed for individual learning, so that it can improve students' learning achievement towards learning outcomes.

Recommendation

The research on the development of e-modules on local wisdom of the Cidayu community (Chinese, Dayak, and Malay) with the help of FlipHTML5 showed effective results in improving the learning outcomes of PGSD students in the basic concepts of social studies course, so that the e-modules on local wisdom of the Cidayu community (Chinese, Dayak, and Malay) with the help of FlipHTML5 can be widely implemented in other universities with contextual adjustments.

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