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Research Paper

Edutainment Module based on Local Culture of Eastern Pantai Utara, Central Java Reviewed From Experts

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Abstract

This research aims to determine (1) feasibility evaluation of the module, and (2) advice from the experts toward the module. The type of the study used is Research and Development by using the modified design from Borg and Gall. The stages done in this research include planning, development, and evaluation. In the planning stage, the researcher did the product validation activity by experts including material expert, language expert, and learning expert. The result of the research shows (1) the feasibility of the module according to the experts is in the very feasible category and (2) the material expert suggests to add explanations in the material sources used in the module, question examples, glossary, and integrity among contents, while the language expert suggests to give picture illustration according to the material, fix front cover, avoid words with double meanings, and use simple sentences, the learning expert suggests to make the integrity among the elements clearer and present the materials systematically and coherently. The suggestions from the three experts were then used to improve the edutainment module based on the local culture of eastern Pantai Utara (North Beach) , Central Java, Indonesia.

Keywords: *edutainment module, local culture, information technology,*

1. Introduction

Indonesia is a nation well-known for its diversity in ethnic groups, languages, religions, and cultures. Indonesian difference is the form of national wealth that is not possessed by all nations. Each ethnic group has its characteristics, whether it is tradition or culture. Poerwanto emphasizes that ethnic group diversity in Indonesia is the pride and also a concern for the Indonesian nation[1]. The difference itself causes Indonesia to be a conflict-prone country. Based on the data from the Social Ministry[2], there was an increase of social conflicts in 2011 to 2012, which was 77 to 89 cases. Also, Indonesia had 189 areas prone to social conflicts.

Hayat in Yudi Latif said that the conflicts happening recently is caused by the nation's cultural values that get increasingly eroded. Indonesian culture has many superiorities compared to the other countries[3]. Widiastuti says that cultural values are the power of Indonesia because compared to other nations, Indonesian have multicultural cultures[4]. Nation's cultural values come from local cultural values. However, Indonesian people recently still lack in understanding their local cultural values so that their understanding of nation's culture is weakened even more. The weakening of people's knowledge about nation's culture means that their nationalism is faded even more.

Suyadi explains that nationalism is an attitude or behavior showing the feeling of being proud of and care about own cultures so that one will not accept other nations' cultures easily which leads to endangering his/her nation[5]. The fade in nationalism is seen in young Indonesian generation. They recently like to imitate celebrities' fashion which tends to western cultures and western lifestyle [6]. Young generations these days tend to like arts, products, and nature of overseas. If it continues, it will be dangerous for Indonesian survival.

To keep nation's survival, the internalization of nationalism can be done since early childhood. It can be done by making children know and understand local cultural values. The introduction and comprehension of local cultural values must be able to be expanded by everyone so that it can be the nation's culture. Nation's culture is the result of the effort of the people coming from the local culture of the same place. Thus, young generations having strong comprehension about local culture will be more selective in choosing foreign cultures coming to Indonesia and this issue can affect to education ranking in Indonesia [7].

A local culture that will be discussed is the one of eastern Pantai Utara, Central Java, Indonesia. The introduction and comprehension of local culture can be done through education. Maximova, et al. state that education must include ethnic, religion, politics, and cultures in the society[8]. One of the important figures in introducing local cultures to the students is a teacher. Based on the previous study through an interview with some teachers, it is known that teachers still face difficulties in introducing local cultures in the eastern Pantai Utara, Central Java, Indonesia. It is because no learning material can help them to introduce the local culture in their area which is eastern Pantai Utara, Central Java, Indonesia.

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Thus, a learning material containing materials about local culture in eastern *Pantai Utara*, Central Java, Indonesia needs to be developed. Learning material will help and simply the student to understand the subject [9]–[11].

Learning material developed is in the form of edutainment module. A module as learning material has different characteristics from the other ones[12], [13]. A module was chosen to be developed because it has some characteristics, one of them is self-instruction which means it can be used independently by the students. Syahroni et al. explain that module has advantages which are presenting the material in the form of two-ways communication, having a clear structure, and being able to help motivate students Edutainment module is the module equipped with interesting and fun activities in it[14].

In the development of edutainment module based on the local culture of eastern Pantai Utara, Central Java, Indonesia needs a module feasibility analysis. Edutainment module based on the local culture of eastern Pantai Utara, Central Java, Indonesia was developed by using repackaging of the existing information technique to fulfill the set standard. The module developed has to fulfill the feasibility evaluation standard by the expert. According to MIllah et al., a good module is the one fulfilling three feasibility components based on *Badan Standar Nasional Pendidikan* (National Education Standards Agency), which are content feasibility, language feasibility, and presentation feasibility[15]. It is set because module acts as independent learning material so that from the content, language, and presentation is expected not to cause misunderstanding or multiple meaning.

According to Nasution, a well-arranged module will give many benefits for the students using it[16]. This research aims to determine (1) feasibility evaluation of the edutainment module based on the local culture of eastern Pantai Utara, Central Java, Indonesia, and (2) advice from the experts toward the edutainment module based on the local culture of eastern Pantai Utara, Central Java, Indonesia. From the research aim achievement, it is expected that the module developed can be made as a reference or used in the learning by the teachers in elementary school.

2. Method

The type of the research used in this research is research and development. The developing model used is the modified design of Borg and Gall. The stages done in this research cover the planning stage, development stage, and evaluation stage[17]. In the module development stage, the researcher did a product validation activity by some experts. There were three validators; they were a material expert, language expert, and learning expert. Those three experts gave evaluation and suggestions about the product that has been made. The evaluation and suggestion results were then used as input in improving the product that has been made.

The data collection technique used is product evaluation by the experts. The instrument used in data collection is product evaluation sheet containing evaluation sheet and experts' suggestions. The data analysis technique is done qualitatively and quantitatively. The quantitative data analysis consists of critics or suggestions from the experts. While the quantitative data analysis consists of evaluation result from the validation test done by the material expert, language expert, and learning expert.

In measuring the module feasibility, the researcher used the modified guideline from *Direktorat Pembinaan SMA* (Directorate of High School Development) [18] which can be seen in Table 1.

The module feasibility criteria were used as a basis in conducting the feasibility evaluation toward the edutainment module based on local culture of eastern Pantura, Indonesia. The module developed can be used if it is in the feasible or very feasible category.

Table 1. Module Feasibility Category

Interval	Category
$3{,}25 \leq \overline{X} \leq 4{,}00$	Very Feasible
$2{,}50 \leq \overline{X} < 3{,}25$	Feasible
$1{,}75 \leq \overline{X} < 2{,}50$	Quite Feasible
$1{,}00 \leq \overline{X} < 1{,}75$	Not Feasible

3. Results and Discussion

3.1. The Feasibility of Edutainment Module based on Local Culture of Eastern Pantai Utara, Central Java, Indonesia

The determination of feasibility category was done, after evaluation was done by the validators. Validation was done until the module was stated as feasible or very feasible. The result of the evaluation by the validators is shown in the following Table.2.

Table 2. Recapitulation of the Validation Result by the Experts

Evaluation	Score	Mean	Category
Material Expert	197	3.58	Very Feasible
Language Expert	194	3.53	Very Feasible
Learning Expert	199	3.62	Very Feasible

The module validation was done by three validators consisting of material expert, language expert, and learning expert. Based on the recapitulation of the validation result by the experts in Table 2. it can be seen that the material expert gave a score of 197 with the mean of 3.58 which means the module is in the very feasible category. The language expert gave a score of 194 with the mean of 3.53 which means the module is in the very feasible category. The learning expert gave a score of 199 with the mean of 3.62 which means that the module is in the very feasible category. The evaluation result on each aspect by the validators is shown in Table.3 as follows.

Table 3. The Evaluation Result of Each Aspect by the Validators

Aspect	Validator Score			Mean	Category
	1	2	3		
Content Feasibility	3.0	4.0	3.86	3.62	Very Feasible
Language Feasibility	3.6	3.0	3.8	3.47	Very Feasible
Presentation Feasibility	3.83	4.0	3.5	3.78	Very Feasible
Graphic Feasibility	3.76	3.06	3.76	3.53	Very Feasible
Integrity Feasibility	3.13	4.0	3.0	3.38	Very Feasible
The Feasibility of the Edutainment Learning Based on Local Culture	4.0	4.0	3.57	3.87	Very Feasible

The evaluation was done by the material expert, language expert, and learning expert. The evaluation done by the validators includes six aspects which are content feasibility, language feasibility, presentation feasibility, graphic feasibility, integrity feasibility, the feasibility of the edutainment learning based on local culture. The module feasibility category decision consists of 4 categories which are very feasible, feasible, quite feasible, and not feasible [2]. Setyowati et al. state that validation is done until the module evaluation is stated feasible or very feasible[19].

Based on the recapitulation of the validation result by the experts in Table 3. it can be seen that the evaluation from the three validators shows the same result which is the evaluation from the module developed is in the very feasible category. The content feasibility aspect is seen from the indicator of material compatibility indicator with basic competence, material accuracy, and supporting learning material. The result of the content feasibility evaluation is seen from the three indicators which are in the very feasible category. The language feasibility aspect is seen from the indicators which are compatibility with the students' intelligence level, communicativeness, compatibility with the correct Indonesian language, integrity and unity of the ideas, and term usage. The

result of the language feasibility evaluation based on the five indicators is in the category of very feasible. The presentation feasibility aspect is seen from the indicators which are presentation technique, presentation supporting material, and learning presentation.

Based on the evaluation which is based on the three indicators, the result is in the very feasible category. The indicators from the visual feasibility aspect are module size, module cover design, and module content design. The evaluation result in the graphic feasibility based on the three indicators is very feasible. The indicators from the integrity aspect are thematic learning characteristics and learning supporting material. The evaluation results in the integrity feasibility by seeing two indicators show that the module is in the very feasible category. The learning based on local culture aspect feasibility is seen from the indicators of learning based on the superiority and local wisdom and edutainment learning. The feasibility evaluation result of the learning based on local culture seen from the two indicators shows that the module is in the category of very feasible.

3.2. The Experts' Suggestions toward the Edutainment Module based on Local Culture of Eastern Pantai Utara, Central Java, Indonesia

Besides conducting evaluation toward the module, the experts also gave some inputs and suggestions. Inputs and suggestions from the experts were then used by the researcher as improvement material for the edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia. The recapitulation of the inputs and suggestions from the experts are presented in Table 4. as follows.

Table 4. The Recapitulation of the Validators' Suggestions toward the Edutainment Module based on Local Culture of Eastern Pantai Utara, Central Java, Indonesia.

No	Validator	Suggestions
1	Validator 1	It is necessary to add the explanations in the material sources used in the module, question examples, glossary, and the clarity of the integrity among the contents in the module.
2	Validator 2	It is better to adjust picture illustration with the material, fix the front cover, avoid double-meaning words, and use simple sentences.
3	Validator 3	The clarity among the contents must be improved and the materials need to be presented systematically and coherently.

The validation stage was done by distributing the module validation sheets to the three validators. The validators then gave evaluation toward the edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia. The inputs from those experts were then made as the basis to improve the module according to the experts' suggestions. Finally, a module which is very feasible to be tested in the next step which is limited scale test is obtained.

The suggestions from the experts are giving explanations in the material source used in the module, giving question examples, adding a glossary, and improving the integrity of the content. Budiono et al. state that in the module development there should be an example to make it easier for the students in studying[20]. Fatmawati et al. state that according to the rule of National Education Department, modules should be equipped with a glossary[2]. It will make it easier for the students in finding difficult or foreign words.

The language expert gave inputs such as adjusting the illustration to the material, fixing front cover, using effective sentences, avoiding double-meaning words, and using simple sentences. In the book development, an illustration will influence the students' learning result[21]. Rosyidah et al. state that a good module is the one using language before the students' development level[22]. One of the module components is user-friendly which means the language usage must make the students easier in learning[23]. The learning expert gave inputs to make the integrity of the contents clearer and to make the materials presented systematically and coherently.

Rosyidah et al. state that module will be secure to be understood if in the module creation the concepts are presented coherently[22]. Izzati argues that it is better to have material depth so that the students' ability will improve[24]. Estuwardani explains that the real integrity of the module must be transparent so that the students will be able to understand the relation among the contents[25]. The integrity is seen from the developed thematic learning which is the integration from all of the curriculum adjusted to the theme[26]. The inputs from the experts were then used as the revision for the edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia.

4. Conclusion

The validation test by the experts is used as a part of the development research. The product produced is then tested its feasibility before it can be used extensively. The results of the feasibility evaluation of the edutainment module based on local culture of eastern Pantai Utara, Central Java, Indonesia by the 3 validators are (1) the material expert gave score of 197 with the mean of 3.58 showing the very feasible category, (2) he language expert gave score of 194 with the mean of 3.53 showing the very feasible category, and (3) the learning expert gave score of 199 with the mean of 3.62 showing the very feasible category.

The experts also gave suggestions and inputs to be used to improve the module. The suggestions and inputs from the 3 validators are (1) material expert suggested to add the explanations in the material sources used in the module, question examples, glossary, and the clarity of the integrity among the contents in the module, (2) the language expert suggested to adjust picture illustration with the material, fix the front cover, avoid double-meaning words, and use simple sentences, and (3) the learning expert suggested to improve the clarity of the integrity among the contents and present the material systematically and cohesively. After obtaining the evaluation and inputs from the three experts, an improvement of the edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia was done.

The next step is that the edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia can be used by the teachers as a reference in the learning. The edutainment module based on a local culture of eastern Pantai Utara, Central Java, Indonesia can be used for the students to exercise at school or learn independently at home, also through that module they can learn to know and understand the local cultures around them so that it can help them to develop their nationalism.

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