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# Feasibility Study Analysis of the Citizenship E-Module for Indonesian Language and Literature Education Students: Reviewed from Material and Media Aspects

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Abstract
*This study aims to determine the feasibility of the material and media aspects of the Citizenship E-Module for Indonesian Language and Literature Education Students. This study is a development study of the Citizenship E-Module for Indonesian Language and Literature Education Students. The development of the Citizenship E-Module for Indonesian Language and Literature Education Students refers to the 4D model developed by Thiagarajan et al. (1974) which consists of 4 stages, namely Define, Design, Development, and Disseminate, modified to suit this study. This textbook was tested for feasibility by material and media experts. The instrument used was an expert validation instrument. Based on the results of the study, it can be concluded that the Citizenship E-Module for Indonesian Language and Literature Education Students is declared suitable for use as a Citizenship E-Module for Indonesian Language and Literature Education Students by material and media experts.*

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## 1. INTRODUCTION

The development of information and communication technology has brought significant changes to the world of education, particularly in the use of digital learning media. Integrating technology into the learning process is a crucial strategy for improving the quality of learning in higher education. One innovation that has been widely developed is the use of **e-modules** or electronic modules that enable students to learn independently, flexibly, and interactively through digital devices. The use of e-modules is considered to increase learning effectiveness because they present material systematically, are equipped with multimedia, and can be accessed anytime and anywhere.

In the context of higher education, particularly in the Indonesian Language and Literature Education study program, mastery of civics material is crucial because this course plays a role in shaping national character, democratic attitudes, and national and state awareness in students. Civics education focuses not only on knowledge but also on developing civic values, attitudes, and skills relevant to community life. Therefore, an effective learning process needs to be supported by innovative teaching materials that are in line with developments in learning technology.

However, in practice, civics learning in higher education often relies on conventional teaching materials such as textbooks or simple, non-interactive presentations. This results

in students being less engaged and less active in the learning process. The use of interactive learning media has been shown to increase student motivation, conceptual understanding, and engagement in learning activities. Therefore, the development of digital teaching materials such as e-modules is an alternative solution to improve the quality of learning.

An e-module is a digital teaching material systematically designed to facilitate independent learning through electronic media. Electronic modules typically contain learning materials, exercises, evaluations, and multimedia elements such as images, videos, or animations that can help students understand the material more deeply. Furthermore, e-modules enable flexible learning and support technology-based learning models. Previous research has shown that the use of e-modules has a high level of feasibility in terms of both material and media and can improve the quality of learning and student understanding.

In developing an e-module, one of the important steps that needs to be done is a **feasibility study**. Feasibility analysis aims to determine whether the developed product is suitable for use in the learning process. The feasibility of an e-module is usually reviewed from several aspects, including **material aspects and media aspects. The** material aspect includes the suitability of the content to learning outcomes, conceptual accuracy, presentation systematics, and relevance to student needs. Meanwhile, the media aspect relates to appearance, graphic design, navigation, interactivity, and user ease of use.

Research on the development of digital teaching materials in civics education shows that well-designed digital-based teaching materials have a high level of feasibility and can increase student engagement in the learning process. For example, research on the development of digital-based civics teaching materials showed that the developed modules received high feasibility ratings from subject matter and media experts and were deemed effective in supporting civics learning in higher education.

Based on this description, it can be concluded that developing e-modules in civics courses is crucial for supporting a more innovative and effective learning process. However, before being widely used in learning, the developed e-modules need to undergo an evaluation phase to determine their feasibility. Therefore, this study aims to analyze **the feasibility of the citizenship e-module for Indonesian Language and Literature Education students, reviewed from the material and media aspects. The** results of this study are expected to contribute to the development of quality digital teaching materials and support the improvement of the quality of civics education in higher education.

## 2. RESEARCH METHOD

The development of the Citizenship E-Module for Indonesian Language and Literature Education Students refers to the 4D model developed by Thiagarajan et al. (1974), which consists of 4 stages, namely*Define, Design, Development,* and *Disseminate,* which was modified to suit this research.

*Define Level*

At the level defined, carries out an analysis of the instructional needs required for the development of e-modules, which includes the following steps: (1) Analyzing the basic competencies of the Educational Psychology course, (2) Identifying learning problems, and (3) Identifying the weaknesses and deficiencies of the Educational Psychology e-module.

*Design Level*

This design stage is carried out to produce an initial draft of the Educational Psychology e-module.

*Development Level*

This aims to revise the initial draft of the e-module that was prepared at the stage design. Revisions are based on a validation process conducted by material and media experts. After validation and revisions are complete, development tests are conducted, including individual testing, small group testing, and Classroom Action Research (CAR).

*Dissemination Level*

At the level of *dissemination* is the dissemination of e-modules for use in Citizenship lectures, especially for the Indonesian Language and Literature Education Study Program at Insan Budi Utomo University.

**Feasibility Sheet Data Analysis**

Descriptive statistical analysis was used to process data obtained from the Eligibility sheet and student assessment questionnaire. The data was converted into percentages using the following formula:

$$P = \frac{x}{xi} \times 100\%$$

Information:

P = Percentage of each criterion

*x*= Score for each criterion

*xi*= Maximum score for each criterion

**Table 1 Textbook Eligibility Criteria**

| Scale (%) | Eligibility Criteria |
|---|---|
| 85—100 | worthy of the title of very good |
| 65—84 | worthy of a good predicate |
| 45—64 | worthy of the predicate sufficient |
| 0—44 | not feasible |

(Source: Center for Books and Curriculum, 2008)

## 3. RESEARCH RESULTS AND DISCUSSION

### 3.1. Research result

This e-module was validated by subject matter and media experts. The assessment results of each validator were calculated and expressed as a percentage.

**Table 2 Results of Validation by Material Experts**

| No. | Evaluation Aspects | Score |
|---|---|---|
| 1. | The material developed has relevance to CPL and has the potential to be achieved. | 4 |
| 2. | The material developed is consistent and stable according to the abilities that are to be achieved. | 3 |
| 3. | The material developed is adequate so that students can master the final skills they want to achieve. | 4 |
| 4. | The material developed includes types of material in the form of facts, concepts, principles, and procedures. | 3 |
| 5. | The presentation of the material is appropriate so that it makes it easier for students to master the | 4 |

| | | |
|---|---|---|
| | learning material so that they can master the final skills they want to achieve. | |
| 6. | The examples given can help students to understand the material. | 3 |
| | Shoes | |
| **Average Score** | | 3,5 |
| **Eligibility Percentage** | | 91,6 |
| **Qualification Description** | | worthy of the title of very good |
| | | worthy of a very good predicate |

**Table 3 Media Expert Validation Results**

| No. | Evaluation Aspects | Score |
|---|---|---|
| **I. Display Aspect** | | |
| 1. | The cover design is made attractive to attract students' interest in reading. | 4 |
| 2. | The book design is consistent on every page. | 3 |
| 3. | The typeface chosen makes it easier for students to read. | 4 |
| 4. | The font size chosen makes it easier for students to read. | 3 |
| 5. | The layout of images and text is orderly and harmonious, so that it attracts students' interest in reading and is comfortable to read. | 3 |
| **II. Presentation Aspects** | | |
| 6. | The presentation of material in each chapter begins with *advance organizer* | 3 |
| 7. | The contents of the book are presented in a sequential manner (introductory material, main material, example questions, and exercises) | 4 |
| 8. | The presentation of material from the first to the last chapter in the e-module is continuous and sequential. | 3 |
| 9. | The e-module contains the final lecture achievements, competencies, and indicators to be achieved in each chapter of the e-module so that students understand the direction of learning well. | 3 |
| 10. | E-modules contain graphic elements such as tables, images, or relevant illustrations to make it easier for users to understand the material. | 3 |
| Average Score | | 3,3 |
| **Eligibility Percentage** | | 80 |
| **Qualification Description** | | worthy of a good predicate |
| | | worthy of a good predicate |

### 3.2. Discussion

The assessment results show that the assessment of the eligibility of the Citizenship E-Module for Indonesian Language and Literature Education Students by

material experts is "very feasible" and the assessment of the eligibility of the Citizenship E-Module for Indonesian Language and Literature Education Students by media experts is "feasible". In addition to the assessment in the form of numbers, material, and media, experts provided several suggestions as a reference for textbook revision actions. Suggestions/comments from Media and Language Experts are as in the following table:

**Table 4. Suggestions/Comments from Media Experts**

| No. | Type of Error | Improvement Suggestions |
|---|---|---|
| 1. | Revision of textbook cover design | E-module cover design improved |
| 2. | The logos of Insan Budi Utomo University and the Ministry of Research, Technology, and Higher Education do not yet exist | Added logos of Insan Budi Utomo University and the Ministry of Research, Technology, and Higher Education |
| 3. | Foreign words are italicized | Foreign words are italicized |
| 4. | There are no pages per chapter yet | Added pages per chapter |
| 5. | The page does not exist yet | Added page |
| 6. | There are no practice questions yet | Plus, practice questions |

## 4. CONCLUSION

Based on the research results, it can be concluded that the Citizenship E-Module for Indonesian Language and Literature Education Students was declared suitable for use as an e-module by material and media experts.

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