



The Development of E-Modules for Language Politeness Learning in Independent Curriculum-Based Elementary School

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Abstract: This study aims 1) producing a language politeness e-module based on the independent curriculum that is feasible and practical and 2) testing the effectiveness of the language politeness e-module to measure students' mastery of language courtesy at the elementary school level. The method used was Research and Development with the design of the ADDIE development model. This research was conducted on elementary school students in the Special Region of Yogyakarta by considering the category of elementary schools using the prototype curriculum so that the development of this research product is indeed needed as teaching materials for polite language in elementary schools. The sample of the study was chosen using purposive sampling techniques. Research instruments included interview sheets and questionnaires for the analysis of teaching material needs, validation questionnaires for material experts and teaching material experts, interview guideline sheets, and closed questionnaires for media effectiveness tests. Data analysis techniques used descriptive, qualitative-quantitative, and t-test. According to media and material experts, the result of this study was that teaching language politeness based on an independent curriculum was feasible. The average score obtained from the results of the feasibility assessment of material experts I was 4.42 with excellent categories, and media experts 4.6 with excellent categories. The average assessment eligibility score from teachers in product trials included the feasibility of presenting 4.72 with excellent categories, 4.40 with language with excellent categories, 4.90 with displays with excellent categories, and 4.40 with teaching material content conformity with excellent categories. Overall, language politeness teaching materials based on the independent curriculum were declared fit for use after several revisions based on expert advice with an excellent and good final assessment. Teaching materials that are declared suitable for use by teachers so that they can be applied in the learning process in elementary schools.

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Introduction

Since the Covid-19 pandemic in Indonesia, the government has launched a new independent curriculum. Therefore, the paradigm, way of working, and education projection have also changed. Many educational studies have begun to lead to educational curricula, including (Susetyo, 2020), (Suryaman, 2020), (Marisa, 2021) (and Alawi et al., 2022). However, from previous research, this is the first time anyone has specifically discussed the politeness of wetting in elementary schools based on an independent curriculum. Approaching research implements an independent curriculum in elementary schools (Rahayu, 2021). The research gap in elementary schools appears general and needs more specific regarding language politeness.



Language politeness is one of the studies in the independent curriculum for the elementary school level. The raising of this issue is one of the differences between the Merdeka Curriculum and the previous curriculum. Language polite learning should indeed be taught from an early age starting from elementary school and even kindergarten. Polite language is interpreted as practical from manners or etiquette (Manik & Hutagaol, 2015). In the school environment, students should be more able to control their speech (Febriasari, 2018). It happens because the school environment is where they study and form a Pancasila Student Profile. Language polite learning in elementary school focuses on habituation and recognizing students' polite verbal behavior. It is contained in the learning outcomes of speaking skills and presenting learning Indonesian elementary schools in the Merdeka Curriculum. For example, in phase A, learning outcomes state: Students can speak politely about various recognized topics using the right volume and intonation according to context. Students can respond by asking about something, answering, and responding to other people's comments (friends, teachers, and adults) well and politely in a conversation (Decree of the Head of the Standards, Curriculum, and Education Assessment Agency of the Ministry of Education and Culture & Research and Technology NUMBER 008 / H / KR / 2022, 2022). These learning outcomes illustrate to teachers that in speaking learning, it is necessary to teach how to behave politely in language so that students have adequate knowledge and competence regarding language politeness, mainly spoken language.

If you review the previous curriculum, namely the 2013 curriculum, language politeness learning has not been one of the studies in elementary schools. Based on the research results Mustadi, Wibowo, & Sayekti (2021), it was found that the principle of politeness developed in elementary school teaching materials was constructed by adhering to the principles of manners in the form of maxims of wisdom, generosity, and agreement in integrated thematic books. It means that not all maxims in language politeness are contained in thematic books used by schools. The speech act strategy is in the form of literal direct, and indirect speech acts. The indication of the politeness of speech acts in the book is good. However, some imperative constructions do not adhere to the principle of manners, so efforts are needed to reconstruct the imperative intentions that function as directives. The maxims that have not yet appeared are sympathy and appreciation.

The problem in the field states that teachers and students need teaching materials for learning Indonesian that contain language manners. Unfortunately, the teaching materials provided by the government so far are still limited. The element of language politeness is already visible, but its essence is still unclear. For example, some imperative markers still do not adhere to the principle of manners.

Based on the problems and needs in the field, this study aims to develop a decent and practical language manner learning e-module and test the practicality of the e-module as language politeness learning. Furthermore, the digital element is considered indispensable in this 21st-century learning. Therefore, internalizing elements of digital technology into classroom learning will increase student attraction and enthusiasm (Manderino & Castek, 2020). Meanwhile, the teaching materials presented in the field so far are still non-digitally based. Therefore, this teaching material is also designed based on the independent curriculum to have benefits for the future.

Research Method

This applied research used a type of development research with the design of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. This research was carried out on elementary school students in the Special Region of



Yogyakarta by considering the category of elementary schools that use the independent curriculum so that the development of this research product is indeed needed as teaching material for language manners in elementary schools. Selection of research subjects with *purposive* sampling technique Lenaini (2021), namely sampling technique by determining specific criteria and research knowledge about the sample to be selected. Meanwhile, the criteria were elementary schools with an independent curriculum and schools or students with infrastructure in the form of smartphones or gadgets. Data collection techniques used in the research include interview techniques, literature studies, and questionnaires. The research instruments used at the needs analysis stage were carried out with a questionnaire sheet in google form. Furthermore, the trial stage of the practicality of the e-module by users, both one to one trial, *small* group trial, and field trial, as well as testing the effectiveness of e-module products using instruments in the form of interview guidelines sheets and questionnaires.

Data analysis in this study was carried out in two ways, namely:

1) Interview Data

The results of the interview data have been analyzed with descriptive-qualitative analysis techniques. Interviews are conducted with teachers and students of primary schools. Meanwhile, this interview technique is carried out at the needs analysis stage and the trial stage of media practicality.

2) Product Eligibility Data

The results of product appraisal data are measured and analyzed with qualitative descriptive techniques using score scale conversion. After obtaining data in scores, the next step is to convert quantitative data into qualitative data with a scale five assessment classification, which is very feasible, feasible, quite feasible, less feasible, and significantly less feasible.

Table 1. Score scale

Formula	Average	Classification
$X > X1 + 1.8 \times sbi$	>4.2	very decent
$X1 + 0.6 \times sbi < X$	$X1 + 1.8 \times sbi$	Proper
$X1 - 0.6 \times sbi < X$	$X1 + 0.6 \times sbi$	decent enough
$X1 - 1.8 \times sbi < X$	$X1 - 0.6 \times sbi$	less feasible
$X - X1 - 1.8 \times sbi$	1.8	and very less feasible

The results of product trials in quantifiable data would be analyzed using descriptive statistical analysis. For example, to test the validity of the e-module feasibility instrument using the product moment formula, test reliability using the ANOVA formula, and test the pre-test and post-test results on the product effectiveness test using the t-test.

Results and Discussion

The research results on developing an independent curriculum-based elementary school language politeness learning e-module need to be preceded by observing the condition of the teaching materials used and users' needs for Indonesian learning media in elementary schools. It is done so that the developed e-modules can align with the needs. Five stages of development have been carried out, namely 1) Analysis, 2) Design, 3) Develop, 4) Implementation, and 5) Evaluation. The following will be discussed the results and discussion of the research stage.

1) Analysis

In this stage, the main activity is to analyze the need to develop teaching materials for learning objectives. Some analyses analyze performance, students, facts, and learning



objectives Cahyadi (2019). The analysis stage research was conducted to determine the condition of teaching materials used for Indonesian learning in grade 4 elementary school. Research data was obtained from observations, interviews, and document reviews. Initial observations and interviews were conducted in elementary schools in 5 elementary schools in Kemantren Jetis Yogyakarta. In addition, data was also obtained from the study results of documents in the form of the lesson plan and teaching materials used by teachers.

- a) The development of teaching materials based on an independent curriculum has not been maximized

The independent curriculum is new to education in Indonesia. The curriculum was initially called the Prototype Curriculum, which mover schools used as a trial. Then in 2021, it changed its name to the Merdeka curriculum, or independent curriculum, which almost all schools in Indonesia use. Schools can choose several options recommended by the Ministry of Education and Culture of Research and Technology, including independent learning, independent sharing, and independent change. Independent learning means schools are still using the 2013 curriculum but are trying to take some parts of the independent curriculum. Mandiri various means that schools apply the independent curriculum at levels 1 and 4 while still using the teaching tools provided. The independent change means that the school has implemented the independent curriculum in grades 1 and 4 by developing various teaching tools.

On average, schools in the Korwil Kemantren Jetis area of Yogyakarta choose independent sharing. These schools use teaching materials from the Ministry of Education and Culture of Research and Technology. If the teaching materials refer to what has been provided by the center, it means that it is not tailored to the needs of each academic unit. In this case, the teacher should supplement the material to suit better each academic unit's conditions, characteristics, and needs. Although schools in the Kemantren Jetis area currently choose the independent sharing option, schools still have to develop their teaching materials as a companion or addition to the teaching tools the government has provided. In this case, some schools still have difficulty providing or developing these accompanying teaching materials. Starting from reducing learning outcomes into learning objectives to developing teaching materials.

- b) The lack of maximum language politeness material in the teaching materials used

Language courtesy is material that must be given to students. Language politeness is interpreted as communicating the intention or idea of the Language courtesy is material that must be given to students. Language politeness is interpreted as communicating the intention or idea of the message's sender to the recipient by paying attention to the choice of words and intonation so as not to cause misunderstandings or conflicts. Language politeness is one of the materials students try to give in the Merdeka Curriculum, which is marked by mentioning one of the elements in the learning outcomes. However, what is written in the teaching materials from the center has not maximized the language politeness material, especially in teaching materials that still use the 2013 curriculum. Based on studies that researchers in previous studies have carried out, there are still many shortcomings in language politeness material in the books used. Language politeness material is needed, especially now that the younger generation is experiencing a degradation of language manners characterized by the emergence of conflicts due to the community not paying attention to how to communicate politely directly or through specific media.



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The teacher's idea teacher also said the same thing, the average teacher still does not understand the language politeness material that should be given to students. The teaching materials presented in the book are still not optimal in providing polite language material. Teachers also feel confused about emphasizing language politeness to students because of limited material. After all, it is combined with other materials, so the focus of language politeness becomes blurred. In getting around this, teachers usually teach language manners through habituation regardless of the teaching materials given.

In the analysis stage, a needs analysis is also carried out to get the necessary needs from the field. The needs analysis shows that schools in the Kemantren Jetis area need teaching materials wrapped in an independent curriculum based on language manners. They also need teaching materials packaged with digital assistance or in the form of e-modules. Digital-based teaching materials make it easier for teachers and students to facilitate some language skills, especially viewership skills. In addition, the teaching materials are also considered more efficient because when students are asked to do video listening activities, they do not need to look for video materials from YouTube or other media.

2) Design

The design stage includes several plans for the development of teaching materials, including the following activities: 1) Preparation of teaching materials in a learning context by reviewing core competencies and essential competencies to determine learning materials based on facts, concepts, principles and procedures, learning time allocation, student assessment indicators, and instruments, 2) Designing learning scenarios or teaching and learning activities with a learning approach, 3) Selection of competencies teaching materials, 4) Initial planning of learning devices based on subject competence, 5) Designing learning materials and learning evaluation tools with a learning approach Cahyadi (2019). After several problems were found at the analysis stage, a Focus Group Discussion (FGD) was conducted to determine the solution. Researchers with several grade IV teachers in the Kemantren Jetis area of Yogyakarta City conducted the FGD. The subject matter raised in the FGD is the formulation of teaching materials outlined in the e-module. From the results of the FGD, an agreement was obtained on several materials that were stated, including:

- a) Polite material in oral and written language
- b) Linguistic materials
- c) Reconciled text material which is a continuation of the previous material

After obtaining an agreement on the material and form of teaching materials, the researcher designs the teaching materials. Teaching materials will be packaged in the



form of e-modules. E-modules can make learning easier for students and teachers because several activities can be given, such as videos, materials, and practice questions.

In this design stage, the researcher also makes a framework of material that will be outlined in the e-module. The material is derived from learning outcomes. The phase B learning outcomes aimed at class IV are: Students have the language ability to communicate and reason, according to the objectives, to peers and adults about exciting things in the surrounding environment. Students show interest in texts, can understand and convey ideas from informative texts, express ideas in group work and discussions, and present their opinions orally and in writing. Students can improve their mastery of new vocabulary through various language and literary activities with diverse topics. Students can read fluently and fluently.

The learning outcomes are then derived into sub-learning outcomes formulated as follows: Students have the language ability to communicate and reason, according to the objectives, to peers and adults about exciting things in the surrounding environment. After the learning sub-outcomes are written, then the learning objectives are formulated, namely:

- a. Understand how to communicate politely in spoken and written language through reading text.
- b. Understanding the use of the prefix 'b'r' and using it
- c. Retelling the events in the neighborhood with polite language through video viewing.
- d. Able to write reconciliation text about exciting things in the surrounding environment by using polite language.

After the framework was compiled, material development was carried out based on the learning objectives. The material written in the e-module was adapted to the local context. Because these elementary schools are in the Kemantren Jetis area, the researchers tried to include elements of the local environment. Some things raised were about the heritage tradition, the Jogja monument, and the Gembira Loka zoo. Some places and events that were the subject of the material are felt to be close to students because these things are located in the city of Yogyakarta.

3) Development

Development in the ADDIE Model contains activities for the realization of product designs, in this case, materials only. Cahyadi (2019).

- a) The creation of an e-module for the politeness of an independent curriculum language contains several things in its entirety:

Researchers create this e-module by paying attention to the needs of the field, student characteristics, and the environment. Several matters related to the development of e-modules are always discussed with teachers in elementary schools, especially within the Jetis Kemantren. The following is a picture of the independent curriculum-based language politeness e-module. The teaching material products from the early stage of development are as follows: a) Book cover, containing the title of the book and the identity of the author; b) the identity of the book, containing the specific title, author information, and validator of teaching materials; c) a preface, containing gratitude and the purpose of writing teaching materials; d) table of contents, containing the entire content of teaching materials along with pages to make it easier to find learning materials; e) instructions for the use of teaching materials, containing the way that users of the book use and apply teaching materials. f) Indonesian learning material containing four sub-materials; g) evaluation questions;

h) References, containing a list of books that are used as references in the preparation of teaching materials; i) the identity of the author, containing the brief identity of the author.

b) Assessment of Material Experts and Media Experts

Assessments from material and media experts were carried out to assess the products in this study. The product is a prototype e-module of language politeness based on an independent curriculum for elementary school students. The assessment was carried out by two experts, namely

1) Media expert assessment

Validation carried out by media experts is used to assess interactive multimedia-based learning media products. These aspects include the aspect of module size, module skin design, and module content design. Module size aspect of assessing module size standards and margin and letter fit. This assessment intends to see whether or not the media is appropriate to be implemented for students. Skin design aspects of the module to explore the attractiveness and clarity of illustrations, colors, and layout arrangements. Design aspects of module contents to assess the size, layout, illustrations, material suitability, letter variation, and attractiveness of design and color. The media expert in this research is HY. He is a lecturer of the Learning Technology Study Program at Yogyakarta State University and an expert in the field of learning technology who will assess the application of reading beginnings from the practical side and the form of application. Results and analysis from media expert validation can be seen in Figure 1.

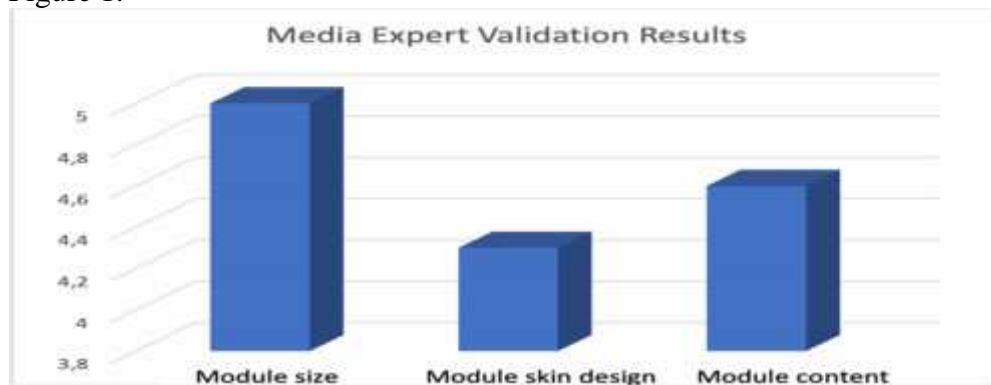


Figure 1. Media Expert Assessment

The media expert validation day in Figure 11 shows that the initial reading application has a relatively high value in media quality. From the aspect of size, the module has a score of 5; the skin design aspect of the module has a score of 4.3; The design aspect of the module has a score of 4.6.

2) Comments and Suggestions

- The cover gives UNY logo and the author on the cover should be written all
- Module components usually have learning outcomes, objectives, introductions, material descriptions, summaries, exercises, tests, and a bibliography.
- Bibliography 1) Year published in parentheses (2017), fix everything, 2) Book/article headings are capital letters only for the first word

3) Revision

Based on the advice of these media experts, further improvements were made in several ways:

- a) Added Cover and UNY logo,
- b) Complete the author's name
- c) Completing the module components has learning outcomes, objectives, introductions, material descriptions, summaries, exercises, tests, and a bibliography.
- d) Update the bibliography. Material expert assessment

Language politeness e-modules are also assessed in terms of material. Three aspects are assessed: the learning aspect, the material conformity aspect with CP, the supporting aspect of the learning material, and the up-to-date aspect. The first aspect is assessed to determine whether the material presented is under the CP and the objectives in learning, especially the content of Grade 4 elementary school Indonesian. The supporting aspects of the learning material contain the content presented in the e-module for mastering the initial reading skills. Finally, namely the update of the material, this aspect contains the truth and actuality.

Then, the material expert in this study was HT. He is a lecturer of the Indonesian Language and Literature Education Study Program who has expertise in Indonesian at Yogyakarta State University and will assess the application of media reading regarding the material's content at the beginning. The results and analysis of the material expert validation can be seen in Figure 12.

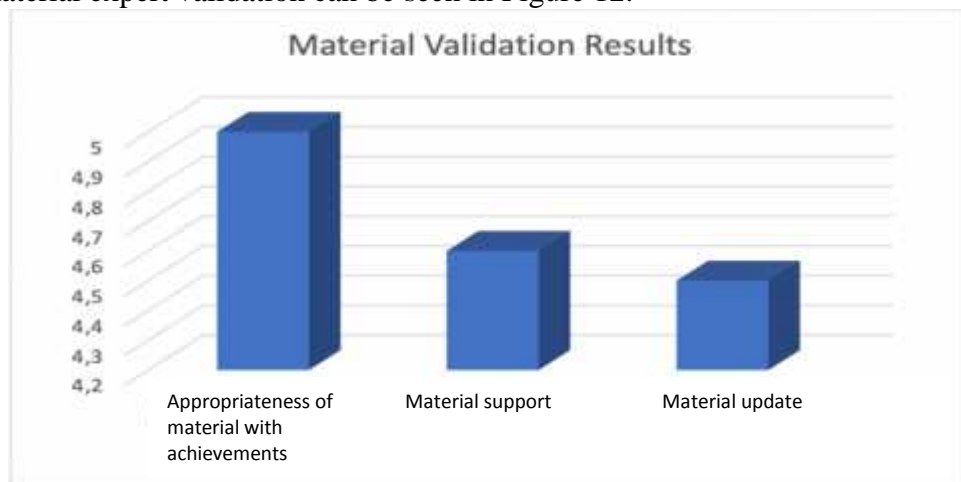


Figure 2. Material Expert Validation Results

The material expert validation day in Figure 12 shows that the language politeness e-module is highly valued. Regarding the suitability of the material with learning outcomes, it has an average score of 5; from the supporting aspect, the material has an average score of 4.6; Meanwhile, from the aspect of up-to-date, the material has an average score of 4.5.

End Product Review

Evaluation is the last step of the ADDIE learning system design model. *Evaluation* is a process to provide value to the development of teaching materials in learning Cahyadi (2019). The final form of the product developed was digital teaching materials in the form of language politeness-based e-modules for grade 4 elementary school students. Teaching materials were developed using software, namely word processing using Microsoft Word and Corel Draw. This teaching material contains language politeness material, recon texts, and ber-. Teaching materials relate to language skills from listening and viewing, speaking, and presenting, reading, and writing. This teaching material is intended for students who provide instruction to students with the Merdeka Curriculum. The content of teaching materials

consists of three main parts: introduction, content, and closing. The components of the teaching materials in the introduction include the preface, learning outcomes, learning sub-outcomes, and learning objectives. The content section includes learning materials equipped with learning activities for students. This section also provides evaluation questions and summaries to facilitate student learning. The concluding section contains references and author profiles.

The process of developing teaching materials followed the development stage of ADDIE, which starts from analysis, designing teaching material products, developing products according to design, applying teaching material products to users, and product evaluation. Material experts and media experts have validated the teaching materials developed. These teaching materials are suitable for use as a learning resource for students in teaching language politeness and reconciliation texts based on an independent curriculum in elementary schools.

This product can help students recognize language politeness in written texts, especially in imperative sentences and text prompts. This teaching material has advantages compared to other teaching materials. These advantages include: 1) the presentation of teaching materials is supported by attractive images so that it makes it easier for students to remember the content of teaching materials and makes it easier to understand the content of teaching materials, 3) teaching materials are designed using the Merdeka Curriculum that is tailored to their needs, 4) digital teaching materials according to needs so that they are accessed anywhere and anytime, and 5) can be used as independent learning resources by students. In addition to having advantages, this teaching material has several disadvantages, such as 1) teaching material only to be developed in 1 chapter, 2) The material is closer to students in the Jogja City area because when designing, the material adheres to contextual principles. Although it has drawbacks, this language politeness e-module can be used to teach 4th-grade students, especially regarding the material of recon texts, affixes, and language politeness. Language politeness is one of the priorities for learning in elementary schools, especially in the current independent curriculum. The final results of the e-module product are as follows:

- 1) The introduction presents the learning outcomes and learning objectives in the chapter.



Capaian Pembelajaran

Peserta didik memiliki kemampuan berdiskusi untuk berkolaborasi dan berinteraksi sosial dengan teman sekelas mereka dengan dan orang dewasa dengan minimal mematuhi lingkungan akademik. Peserta didik menggunakan materi bahasa Indonesia untuk memahami dan menganalisis situasi sosial yang berbeda-beda, serta mampu mengaitkan konsep dalam dunia nyata. Peserta didik mampu menggunakan pengetahuan dan keterampilan yang telah dipelajari untuk menganalisis dan menerapkan konsep yang dipelajari dalam situasi yang berbeda-beda.

Sub-Capaian Pembelajaran

Peserta didik memiliki kemampuan berdiskusi untuk berkolaborasi dan berinteraksi sosial dengan teman sekelas mereka dengan dan orang dewasa dengan minimal mematuhi lingkungan akademik.

Tujuan Pembelajaran

- a. Memahami cara berkomunikasi secara santun baik verbal lisan dan tulis melalui teks bahasa.
- b. Menganalisis permasalahan yang berkaitan dengan komunikasi.
- c. Menentukan bentuk bahasa yang ada di lingkungan sekitar dengan bahasa yang santun dan sopan.
- d. Mengetahui dan memahami materi bahasa yang ada di lingkungan sekitar dengan menggunakan bahasa yang santun.

- 2) The content presents material derived from learning outcomes and learning objectives. This e-module contains three materials: how to communicate politely, ber-

prefix, and recon text. In addition to the material, the e-module also seeks to equip students with communication skills ranging from listening and listening to speaking, reading, and writing. Teachers can develop other language skills if necessary.

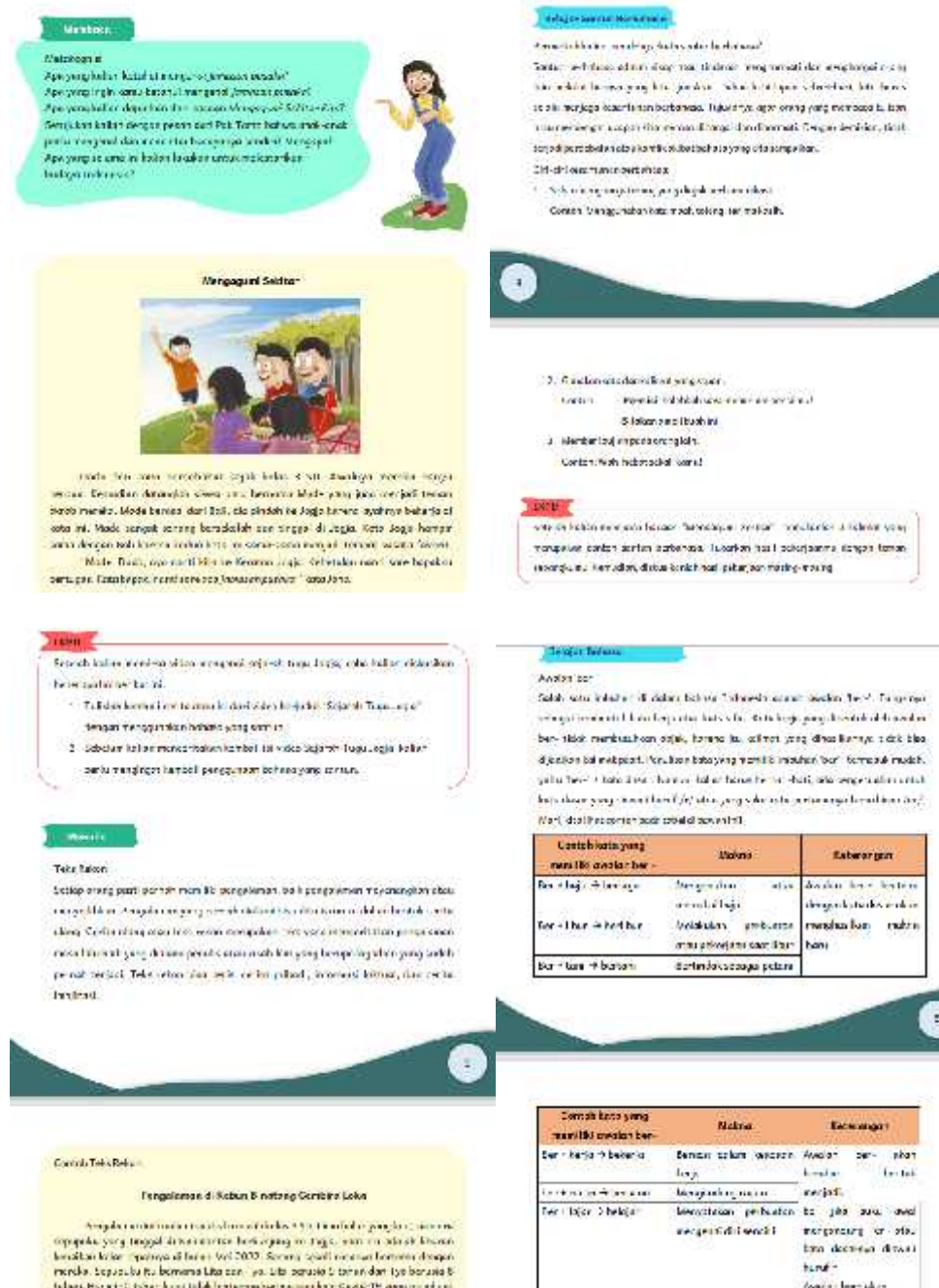


Image of the contents of the language politeness e-module

3) Cover

At the end of this module, it is equipped with evaluation questions and summaries to make learning easier for students.



Image of the end of the teaching material

The teaching materials product was developed by adapting the five steps of ADDIE model development. The teaching materials that have been developed are considered feasible by experts and teachers through the material and media validation assessments by experts and feasibility assessments from teachers at the time of trials. The results of the validation of experts and test subjects, teaching material products are considered reasonable and excellent so that students can use them in learning and strongly support teachers in providing teaching materials based on the independent curriculum. The material expert's assessment scored 4.6, with an excellent category. Aspects of curriculum suitability, language, and feasibility of presentation received good assessment and excellent assessment for aspects of language politeness. The presentation of the material is in line with language politeness learning, namely, introducing students to how to communicate politely. It is manifested in the imperative utterances used for the sentences of the activity instructions in the book. Language politeness does need to be taught to children from an early age. One of the introductions is through teaching materials used by teachers. Even in the independent curriculum, it has been stated in the learning outcomes. Of course, this is underlying learning in schools that should be directed at the introduction and habituation of language politeness. The media experts' assessment scored 4.6, with an excellent category. The module size aspect and content design got the category very well. In addition, the skin design aspect of the module gets a good category.

Conclusion

Based on the results of research and development of digital teaching materials for language politeness based on an independent curriculum, it is concluded that Language politeness teaching materials are based on an independent curriculum that is feasible according to media and material experts. The average score obtained from the results of the feasibility assessment of material experts I was 4.42 with excellent categories, and media experts 4.6 with excellent categories. The average assessment eligibility score from teachers in product trials included the feasibility of presenting 4.72 with excellent categories, 4.40 with language with excellent categories, 4.90 with displays with excellent categories, and 4.40 with teaching material content conformity with excellent categories. Overall, the teaching materials for language politeness based on the independent curriculum were declared suitable for use after several revisions based on expert advice with excellent and good final assessments. Teaching materials that are declared suitable for use by teachers so that they can be applied in the learning process.



Recommendation

The researcher provides recommendations that; (1) This language politeness e-module can be used in class IV SD/MI learning Indonesian on the theme of the surrounding environment; (2) The teacher can use a language politeness e-module to improve politeness in class IV students because this product fulfills the eligibility to increase knowledge of language politeness in class IV students; (3) Schools can use this language politeness e-module as an example of product development with other materials and themes.

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