



Strengthening the Love of Reading Character by Using an Electronic Module Based on Local Wisdom

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ABSTRAK

Membaca merupakan keterampilan penting yang harus dikuasai oleh siswa sejak mereka masih muda, karena membantu siswa untuk memperluas pengetahuannya dan berkomunikasi dengan orang lain serta untuk melanjutkan pendidikan. Penelitian ini bertujuan untuk menganalisis hubungan indikator karakter gemar membaca yang diintegrasikan dengan e-modul berbasis kearifan lokal ekowisata mangrove pangkal babu. Metode penelitian menggunakan jenis penelitian kuantitatif asosiatif yakni menghubungkan suatu indikator. Sampel penelitian ini adalah peserta didik kelas IV yang berjumlah 22 orang, dengan teknik sampling purposive. Instrumen pengumpulan data yang digunakan adalah angket suka membaca dan angket ketertarikan membaca, angket tersebut hasil dari angket penelitian. Dikatakan valid jika pernyataan didalam angket penelitian dapat mengungkapkan sesuatu yang akan diukur. Analisis data menggunakan statistik deskriptif inferensial, yaitu menganalisis data dengan mendeskripsikan data yang dikumpulkan. Hasil penelitian ini adalah karakter gemar membaca yang dimiliki siswa memiliki kategori baik, dilihat dari indikator karakter gemar membaca setelah menggunakan e-modul berbasis kearifan lokal, diperkuat dengan hasil korelasi yang didapatkan sebesar 0,720 serta menghasilkan hubungan yang positif. Maka penting bagi guru mengimplementasikan e-modul berbasis kearifan lokal sehingga dapat ditanamkan karakter gemar membaca pada siswa.

ABSTRACT

Reading is an important skill that students must master because it helps students expand their knowledge, communicate with others, and continue their education. This study aims to analyze the relationship between indicators of reading love character which is integrated with e-module based on local wisdom of Pangkalan Babu mangrove ecotourism. The research method uses associative quantitative research, namely connecting an indicator. The sample of this research is class IV students, totalling 22 people, with a purposive sampling technique. The data collection instrument used was a reading interest questionnaire and a reading interest questionnaire. The questionnaire was the result of a research questionnaire. It is said to be valid if the statement in the research questionnaire can reveal something to be measured. Data analysis used descriptive, inferential statistics, namely analyzing data by describing the data collected. This research shows that the students' reading fondness character has a good category, seen from the indicators of reading love character after using local wisdom-based e-modules, strengthened by the correlation results obtained by 0.720 and produces a positive relationship. So, teachers need to implement e-modules based on local wisdom to instil students' reading love character.

1. INTRODUCTION

Education is the key to the quality of human life in the future and sustainability of the world. Education is being transformed in the context of formal and informal learning by new digital technologies. Education reform must always be carried out to pursue a consistent learning process by utilizing information and communication technology (ICT) to develop the digital era's development (Dewi & Hilman, 2019; Syahrial et al., 2019). Primary education is definitely one of the most critical levels of education that plays an essential role in forming the character of learners (Asrial et al., 2020; Asriani et al., 2017). The character of students comes from the values of Religion, Pancasila, culture and national education goals consisting of 18 character values, namely: Religious, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the homeland, respect for achievements, friendly/communicative, peace-loving, fond of reading, environmental care, social care, responsibility (Kemdikbud RI). Character is a quality of mental and moral strength; individual character or character reflects the personality of the individual, especially the driving force, and that distinguishes one individual from another individual (Karo-karo et al., 2018; Kusnoto, 2018). Of the 18 character values, researchers

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were interested in researching one aspect of character value that affects characters like to read. Fondness for reading can be described as spending time reading various reading materials that are beneficial to oneself (Laily & Naqiyah, 2014; Rusmono & Alghazali, 2019).

Fond of reading is a student character that is highly considered in education to increase the sense of want to read. Reading is a physical and mental activity in which humans acquire information and knowledge through reading. In today's technological era, reading is an invaluable skill because reading helps individuals develop their thought processes and create critical thinking, leading to conceptualization and problem solving (Chotitham & Wongwanich, 2014; Husain & Anggraini, 2020; Nopilda & Kristiawan, 2018). Reading is an essential skill that students must master since they are young because it helps students expand their knowledge, communicate with others, and continue their education (Royanto, 2012). Education is known to be firm with learning activities that are related to reading activities. According to UNESCO, Indonesia ranks second in the world literacy level, reading interest is still low. According to UNESCO data, the reading interest of Indonesian people is very worrying, only 0.001%. Out of 1,000 Indonesians, only one is diligent in reading. The second fact, 60 million Indonesians own gadgets, ranks fifth among the people with the most gadgets globally (Adawiyah et al., 2020; Idhamani, 2020). Based on this fact, it is important to find out how to increase reading interest, especially in education, by using gadgets and other digital objects following the progress in the digital era as it is now. The digital age makes it easier for humans to get various information. Modern technology has changed almost every aspect of everyday life, and enthusiasm for the role of technology in improving education is one of them, for example, in the use of electronic modules displayed using electronic devices in the form of laptops and projectors (Bania et al., 2020; Siddhpura et al., 2020). For example, electronic modules are displayed using electronic devices in the form of laptops and projectors.

E-modules are technology-based teaching materials. Electronic modules or e-modules can be used off-line or online, e-modules can be studied anywhere and anytime as long as there is a computer and can find out the completeness of each study by following the evaluation given in the program (Pratono et al., 2018; Wahyuni et al., 2018). Looking at the development of today's era, no student does not have gadgets. In the sense that the students seeking today's era have been great to use technology. Electronic modules can be applied to gadgets so that e-modules become innovative teaching materials for teachers that can be used in the learning process and students outside of school time (Anandari et al., 2019; Nufus et al., 2020). Electronic modules are expected to increase the character of reading illustrate abstract material. Students' Studeasily access Reading activities need to be improved to train qualified and dedicated students (Herawati & Muhtadi, 2018; Wittentirelli et al., 2019). Thus, allowing students to get immediate feedback and understand the subject matter fully (Saraswati et al., 2019). Accessing learning using a computer is one of the disadvantages of using electronic modules. One drawback of computer-based learning media is that computers are only effective when used by one person or several people in small groups (Hafsah et al., 2016). The advantages of this electronic module are that they are interactive, easy to explore, allow images, audio, video and animations to be displayed/loaded, and equipped with formative tests/tests with live and automated feedback (Hafsah et al., 2016; Suarsana & Mahayukti, 2013). Another advantage of electronic modules is getting and making them very easy, not too much cost and can be seen anywhere and anytime (Handayani et al., 2020; Puspitasari et al., 2020). This electronic module is made as attractive as possible so that students can be interested in the learning presented using e-modules. So low reading interest can be improved by presenting learning using electronic modules. E-modules or electronic modules are designed and developed using the Kvisoft Flipbook Maker application.

Kvisoft flipbook maker is open-source software that can convert PDF files into interactive digital books. The application contains multimedia pages to integrate hyperlinks, videos, images, sounds, and clipping objects so that it can turn the pages of digital books like most people's books (Divayana et al., 2018). The advantages of using the Kvisoft Flipbook Maker page application can be added to the editing functions of video, images, audio, and so on to the page to make multimedia book pages so easy with this software (Irnawan & Arifin, 2020). Kvisoft Flipbook Maker application can also create PDF files, such as magazines, digital magazines, Flipbook (Aswirna & Ritonga, 2020). Using this software, an editing function can be added so that the display media will be more varied; not only text, images, videos, audio, numbers and hyperlinks can also be embedded in this media so that the learning process becomes more interesting (Apsari, 2017). Electronic module-based learning using the Kvisoft Flipbook Maker application developed namely local wisdom.

E-modules based on local wisdom by using the kvisoft flipbook maker application can improve the character of reading enthusiasts in learners. Local wisdom is the basic knowledge acquired in a life balanced with nature and related to cultures collected and inherited in society, based on capital, building the state and strengthening the people (Asriati, 2012; Mungmachon, 2012; Marhayani, 2016). With the creation of electronic modules based on local wisdom of mangrove ecotourism that is following technological

developments and designed as attractive as possible, reading interest in students can increase and by their efficacy. This study aims to analyze the relationship of reading character indicators integrated with e-modules based on local ecotourism at the base of babu mangrove ecotourism.

2. METHOD

This research used a type of quantitative research. Quantitative research is a research method that represents positivism (Mulyadi, 2013). Quantitative research examines specific populations or samples (Rahman, A. A. & Yanti, 2016). The quantitative research approach used is Associative correlational research which tries to find relationships between variables, both separately and together (Munajah, 2017). The population in this study was all students of Sridadi State Elementary School 45/I. The sampling technique in this study is purposive sampling. Purposive sampling is a sample determination technique with certain considerations (Sugiyono, 2019). Certain respects could be seen from implementing electronic modules based on local wisdom to see the character likes to read students in the school. The sample in this study was all students of class IV of Sridadi State Elementary School 45 / I which amounted to 22 people..

This research instrument used questionnaires. The form of the questionnaire used was a closed questionnaire that was on each question or statement has been provided with a choice of answers for respondents to choose. The questionnaire likes to read with a valid number of statements, as many as 29 statements, and reliability was calculated using the Cronbach alpha formula. After the instrument was analyzed, the Cronbach alpha questionnaire likes to read the value of 0.76 and reading interest of 0.79. The relationship between indicators and the character of students' reading in this study was measured using the Likert Scale. Likert scale with this type of consideration scale strongly agree (SS), agree (S), not sure (N), disagree (TS), and strongly disagree (STS) (Angraini & Prime, 2019). Each positive statement on the questionnaire was given a score: SS = 5, S = 4, N = 3, TS = 2, STS = 1. The same goes for the negative statement of the score behind. This questionnaire data was given to students of class IV of State Elementary School NO.45 / I Sridadi. The questionnaire grid of the reading likes to be presented in Table 1, and the reading interest questionnaire is presented in Table 2.

Table 1. Questionnaire Grid of Likes of Reading

No	Assessment Aspects	Statement	Number of Items
1	Reading all text	Reading all kinds of text	10
2	Visit the library	Borrowing books	3
3	Reading view	Interesting reading view	7
4	Reading Language	Easy to understand	5
		Provide clear information	4
Total			29

Table 2. Questionnaire of Reading Interest

No	Assessment Aspects	Statement	Number of Items
1	Love to read	Reading all kinds of reading	8
2	Interest in reading	Respects other's opinion	8
3	Read textbooks	Greeting teachers and friends wherever it is	5
4	Open yourself and mind	Reading expresses feelings	4
		Reading develops a world of imagination	4
Total			29

Several experts validated Electronic modules, namely media experts, linguists, material experts, and practitioner experts. The four experts went through the validation sheet filling stage sourced on the modified results from the 2016 BSNP source. Module validation aimed to see whether or not electronic modules were applied to classroom learning. The instrument for assessing the validity of electronic modules based on local wisdom was arranged using a Likert scale with a positive statement. The data of the responses of several experts were analyzed with the following two steps. First, to sum the total score of each expert for all indicators. Secondly, the validity value by using means, the number of scores obtained divided by the maximum score was multiplied by 100%. Analysis of the validity of modules is carried out using descriptive statistics whose results were described through graphs. The validation score becomes a value with a range of 0-100. The results obtained were then interpreted with criteria as in Table 3. Data

analysis in this study used inferential descriptive statistics. In this study, the data analysis method used is maximum, minimum, and average or mean. Descriptive statistics are used to determine each variable's maximum, minimum, rata-average, and standard deviation values (Triangle, 2015).

Table 3. Electronic module Validation Criteria

Percentage	Category
0 – 20	Very Unworthy
21 – 40	Unworthy
41 – 60	Decent Enough
61 – 80	Worthy
81 – 100	Very Worthy

3. RESULT AND DISCUSSION

Result

The level of validity of electronic modules based on mangrove ecotourism at the base of babu using the Kvisoft Flipbook Maker application obtained from media validators was 4.58, including valid categories with a percentage of 91.6%, material validators of 4.59, including proper categories with a percentage of 91.8%, language validators of 4.28 including good categories with a percentage of 85.6%. Validator expert practitioners three teachers obtained a score of 4.49, including the practical category with a percentage of 90%. The observed aspect was the relationship between indicators and characters instilled through the implementation of electronic modules based on local ecotourism at the base of babu mangroves. This data was obtained from disseminating research questionnaires on students' attitudes to the relationship between indicators and reading characters on students of Sridadi State Elementary School NO.45 / I, which amounted to 22 people. Student attitude data in this study was obtained based on questionnaires (questionnaires) in chek lists totalling 29 statements. The results of the attitude and personality questionnaire data presented in the data analysis below consist of 2 assessments. The first assessment was based on the following categories of attitudes: very bad, bad, enough, good, and very good. Attitude assessments were obtained based on the frequency and percentage of all students who chose each attitude category. The second assessment is an assessment based on the attitude scale, the attitude scale used was a Likert consisting of 5 different assessments, namely: 1 = very bad, 2 = not good, 3 = enough, 4 = good, 5 = very good, and inferential statistics used to determine the relationship between attitudes and personality of students. This assessment was obtained from all students who chose the attitude scale and produced mean, maximum, and minimum grades. Researchers obtained both assessments of this attitude by analyzing descriptive statistics from the SPSS data processing software.

Hasil assessment of student attitudes based on indicators of student reading data results showed that: the category of student attitudes was very unfavourable as much as 9.1% (2 out of 22 students), students with bad categories, students with enough categories as much as 4.54% (1 in 22 students), students with good categories as much as 54.54% (12 out of 22 students), and students with excellent categories as much as 22.72% (5 out of 22 students). While the attitude scale based on the table above shows that the data obtained was: the mean value was 103,227, the minimum value was 91, and the maximum value was 110. These results indicated that students' attitudes towards reading-like indicators using e-modules showed a positive attitude on e-modules. And it can be seen from the data analysis that 54.54% of students or 12 out of a total of 22 students were in a good category. This was also supported in the mean result of 103,227, which is a good category.

Hasil assessment of student attitudes based on indicators of reading interest in student electronic modules data results showed that: the category of student attitudes is very unfavourable as much as 9.1% (2 out of 22 students), students with negative categories as much as 18.19% (4 out of 22 students), students with good categories as much as 13.63% (3 out of 22 students), students with good categories as much as 54.54% (12 out of 22 students), and students with excellent categories as much as 4.54% (1 in 22 students). While the attitude scale based on the table above showed that the data obtained was: the mean value was 104.77, the minimum value was 94, and the maximum value was 113. These results showed that students' attitudes towards reading-like indicators using e-modules showed a positive attitude on e-modules. It can be seen from the data analysis that 54.54% of students, or 12 out of a total of 22 students, are in a good category. This was also supported by the mean result of 104.77, which is a good category. Hasil analysis of inferential data with data questionnaire of each indicator to the character likes to read students using electronic modules, presented in Table 4.

Table 4. Character Indicator Relationship of Likes Reading

		Likes Reading	Reading Interest
Likes Reading	Pearson Correlation	1	0.720
	Sig. (2-tailed)		0.000
	N	22	22
Reading Interest	Pearson Correlation	0.720	1
	Sig. (2-tailed)	0.000	
	N	22	22

Table 4 showed that the correlation between the two indicators of characters fond of reading i.e. like to read and reading interest, was 0.720. The relationship between the two indicators was strong, with a sig value of 0.000 smaller than 0.005, it can be concluded that there was a relationship of reading-like indicators and indicators of interest in electronic modules with an R-value of 0.720 and positive. If the sig value < 0.05 then there was a relationship between the two variables.

Discussion

Indicators Reading Likes

Like to read is a positive thing for elementary school students (Jannah et al., 2020; Laily & Naqiyyah, 2014). Likes to read using e-modules can see students' responses to learning using e-modules, which were shown with enthusiasm and excitement towards learning using e-modules. From the observation results shown in table 1, indicators like to read using e-modules explained the results of the dominant questionnaire data towards a positive attitude with a good category, a mean value of 103,227. That was, students assumed that learning using electronic modules was fun. The positive attitude proves that the average student agrees to learn by using this fun and exciting e-module. One example of how to read students in learning using e-modules was students' interest in using e-modules, and like to read was related to students' interest in learning. Reading should be done using an interesting learning model or reading strategy, but still based on constructivism, communicative and contextual understanding (Laily & Naqiyyah, 2014).

Reading Interest Indicator

Interest in reading was positive for elementary school students (Tarigan, 2018; Wulandari et al., 2021). Interested in learning reading using e-modules can see students' responses to e-modules, which were shown with student enthusiasm and excitement towards learning using e-modules. From the observation results shown in table 1, indicators like to read using e-modules explained the results of the dominant questionnaire data towards a positive attitude with a good category, a mean value of 104.77. That was, students assumed that learning using electronic modules was fun. A positive attitude proves that the average student agrees to learning using this fun and interesting e-module. Electronic modules can help improve students' reading skills because students are interested in reading them, with this interest can foster students' love of reading, resulting in a growing interest in reading every day. One example of likes to read students in learning using e-modules is students' interest in learning using e-modules (Siregar & Rahmah, 2016). Students' interest in reading applied through the implementation of electronic modules will certainly improve learning. This positively impacted student because students unconsciously become diligent in reading without being forced by teachers and others. Students who only have an interest in visual images will also be interested in reading using electronic modules.

Character Indicator Relationship Likes to Read

Both indicators of characters like to read were seen from implementing electronic modules based on local wisdom. When implementing electronic modules based on local knowledge of mangrove ecotourism, the base has produced a response questionnaire to the electronic module. The response came from several experts, namely linguists, materials, media and practitioners, with a score of 85-91 with a valid category. The data obtained concluded that electronic modules technically get good categories. Thus, electronic modules were assessed from language, media, materials, and practitioners are worthy of use as a source of learning in learning. As for some summaries of impressions and suggestions from respondents related to the use of electronic modules, including (a) learning using electronic modules is very pleasant; (b) Learning using electronic modules is very interesting; (c) students prefer learning using electronic modules rather than learning books; (d) provide enthusiasm in learning; (e) the student's character may be formed according to the material on the electronic module

Fond of reading was a student character that was highly considered in education to increase the sense of want to read. Reading was a physical and mental activity in which humans acquire information and knowledge through reading. In today's technological era, reading is an invaluable skill because reading helps individuals develop their thought processes and create critical thinking, leading to conceptualization and problem solving (Chotitham & Wongwanich, 2014; Husain & Anggraini, 2020; Nopilda & Kristiawan, 2018). Reading is an important skill that students must master since they are young because it helps students expand their knowledge, communicate with others, and continue their education (Royanto, 2012). The novelty in this study is in the variables studied. The first indicator of reading-loving characters is like to read, and the second is interest in reading. Both indicators were seen after the application of electronic modules in this study to see the connectedness of the application with indicators of character like to read. While in previous studies, a lot of research on the relationship with characters like to read, not on character indicators.

The implications of the research on The Relationship of Reading Likes Indicators and Reading Interest in Reading Characters Using Electronic Modules Based on Local Ecotourism Mangrove Pangkal Babu using the Kvisoft Flipbook Maker application was that it can be a teaching material in learning for class IV learners in Theme 3 and Subthema 3 in finding out the diversity of local wisdom in the local province precisely Jambi Province. In addition, it becomes a teaching material that suits the needs of students and can be used as a source of self-study. The limitations of this research are that this electronic module is limited to the basic competencies of class IV theme 3 Care for Living Mahkluk subtheme 3 Let's Love The learning environment one based on local wisdom Ekowiswata Mangrove Pangkal Babu. This research recommendation was to apply electronic modules based on the local wisdom of mangrove ecotourism to the character of environmental care, social care, and responsibility.

4. CONCLUSION

Technology in the world of education was essential for its usefulness. One of them was the application of electronic modules based on local wisdom of mangrove ecotourism at the base of babu using the kvisoft flipbook maker application. This electronic module can increase reading character at elementary school level students, especially class IV theme 3 Care For Living Mahkluk subtheme 3 Let's Love The learning environment one based on local wisdom Ekowiswata Mangrove Pangkal Babu. It has been proven by the questionnaire of indicators like to read and interest in reading that there was a significant relationship.

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