

An E-Module Based on Javanese Local Wisdom Integrated with a Deep Learning Pedagogical Framework for Teaching Recount Text at Grade X

Sukma Wahyuning Tyas^{1*}, Sofia Idawati Lubis², Syafrina Prihatini³

^{1,2,3}English Education Study Program, Faculty of Teacher Training and Education, Universitas Al Washliyah
Medan, Jl. Sisingamangaraja No.10 (Km 5,5), Ke. Medan Amplas, Kota Medan, Sumatera Utara
sukmawtyas@gmail.com

Abstract

This study aimed to develop an E-Module based on the Javanese local wisdom value of Andhap Asor, integrated with a deep learning pedagogical framework, for teaching recount text to Grade X students at SMAS Nurul Iman Tanjung Morawa, and to assess its quality based on expert judgment. The study employed a Research and Development (R&D) design using the ADDIE model (Branch, 2009), limited to the Analysis, Design, and Development stages; the Implementation and Evaluation stages were not conducted. A needs analysis was conducted with 30 Grade X students and one English teacher using questionnaires that covered three dimensions, necessities, lacks, and wants, with student items rated on a five-point frequency scale and teacher items on an open-response format. Based on the findings, a digital flipbook E-Module was developed via Heyzine, embedding the Javanese value of Andhap Asor throughout its reading texts and writing tasks, guided by the Mindful, Meaningful, and Joyful principles of the deep learning framework. The product was evaluated by three validators, a material expert, a media expert, and a cultural expert, using a five-point Likert-scale instrument. Validation results yielded mean scores of 5.00 (Very Good) for material, 4.80 (Very Good) for cultural content, and 4.06 (Good) for media design, indicating that the product met the established quality criteria according to expert judgment. As the study did not include classroom implementation, no claims regarding its effectiveness or practicality in actual learning settings are made.

Keywords: ADDIE; Andhap Asor; Deep Learning; E-Module; Recount Text.

Abstrak

Integrasi Layanan Primer (ILP) merupakan transformasi pelayanan kesehatan yang mengubah pendekatan berbasis program menjadi pelayanan terintegrasi berdasarkan kluster dan siklus hidup. Penelitian ini bertujuan mengevaluasi implementasi ILP di UPTD Puskesmas Karang Kitri Kota Bekasi Tahun 2026 menggunakan kerangka Input–Process–Output. Penelitian menggunakan desain kualitatif deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi, dan telaah dokumen terhadap 11 informan yang dipilih secara purposive. Keabsahan data diperkuat melalui triangulasi sumber, triangulasi teknik, dan member check. Hasil menunjukkan keterpenuhan input Man sebesar 82,35%, Money 54,5%, Method 80%, Material 88,89%, dan Machine 100%. Seluruh indikator proses dan output mencapai 100%. Namun, masih ditemukan kesenjangan pada kecukupan SDM, fleksibilitas anggaran, sarana, pemerataan perangkat, stabilitas jaringan, dan dashboard PWS. Penguatan implementasi diperlukan melalui pemenuhan SDM, pemeliharaan sarana, penguatan kompetensi, dan pengembangan dashboard berbasis data RME.

Kata kunci: Integrasi Layanan Primer; Evaluasi Implementasi; Input–Process–Output; Puskesmas; Penelitian Kualitatif

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✉Corresponding author: Sukma Wahyuning Tyas

Email Address: sukmawtyas@gmail.com (Jl. Sisingamangaraja No.10 (Km 5,5), Kota Medan, Sumatera Utara)

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INTRODUCTION

Recount text is a key genre in the senior high school English curriculum in Indonesia, functioning to retell past personal experiences in a structured, chronological manner. Despite its centrality in the national curriculum, classroom observation during a teaching practicum at SMAS Nurul Iman Tanjung Morawa revealed several practical challenges in recount text instruction. English lessons remained predominantly teacher-centered, with limited integration of digital learning media. Notably, students in

class X-3 demonstrated low active participation and experienced considerable difficulty in organizing personal ideas into coherent written texts, particularly in maintaining thematic progression and logical flow, difficulties consistent with those reported by Sianipar et al. (2020) in EFL writing contexts. The teacher also noted that existing instructional materials were insufficient to support meaningful, student-centered writing development.

These classroom conditions reflect a broader gap between the pedagogical demands of 21st-century learning and current instructional practice. Trilling and Fadel (2009) argue that secondary education should foster the capacity to connect academic knowledge with real-life experience, rather than focusing solely on rote skill mastery. In the context of recount text, which requires students to reflect on and narrate personal experiences, instruction that is both culturally grounded and pedagogically structured is particularly necessary. Brown (2007) similarly underlines that effective language instruction must emphasize meaningful communication, not merely grammatical accuracy.

One medium with strong potential to address these challenges is the E-Module. Unlike conventional printed materials, E-Modules integrate text, images, audio, video, and interactive exercises within a single digital resource, thereby supporting independent and flexible learning. Atmaja et al. (2024) found that E-Modules aligned with students' cultural contexts increased engagement and comprehension, while Jembari et al. (2023) reported that contextual E-Modules oriented toward local wisdom contributed to improved learning outcomes. However, most existing E-Module studies in EFL contexts have focused on general language skills or text comprehension, with fewer specifically addressing recount text writing, and even fewer integrating local cultural values within the product design.

In the context of Javanese students, the integration of *Andhap Asor*, a cultural value encompassing humility, respect for others, and the maintenance of social harmony, offers a pedagogically meaningful framework for recount text instruction. When students write about personal experiences that reflect *Andhap Asor*, they engage simultaneously with genre conventions and culturally embedded meanings. Anggraini and Riyanti (2024) argue that culturally responsive pedagogy of this kind strengthens students' motivation and sense of relevance in language learning. Widiastuti et al. (2024) further emphasize that local wisdom provides an affective bridge between linguistic development and students' lived experience.

To move beyond surface-level writing instruction, this study also integrates the deep learning pedagogical framework. In this study, the term 'deep learning' refers not to its computational sense, but to a student-centered pedagogical approach that promotes meaningful understanding, critical reflection, and real-life application of knowledge (Fadel, 2009; Darling-Hammond et al., 2020). This aligns with the Indonesian Ministry of Education's (Kemendikdasmen, 2025) national policy framework, which conceptualizes deep learning through the principles of Mindful (intentional, attentive engagement), Meaningful (connecting knowledge to personal and cultural experience), and Joyful (motivating and enjoyable) learning. These three principles map logically onto the stages of recount text learning:

Mindful supports text analysis and structural comprehension; Meaningful supports the connection between personal experience, Andhap Asor, and writing purpose; and Joyful supports varied, engaging exercise types within a digital format.

While previous studies have explored E-Module development (e.g., Jembari et al., 2023; Sadili et al., 2024), local wisdom integration in ELT (e.g., Anggraini & Riyanti, 2024; Widiastuti et al., 2024), and deep learning pedagogy (e.g., Darling-Hammond et al., 2020; Oktavianus & Rido, 2025) as separate concerns, the present study identifies a gap in the available literature: no study to date, within the scope of the literature reviewed for this article, has systematically integrated all three elements within a single product specifically designed for recount text instruction at the senior high school level. This study therefore aims to: (1) describe the development process of an E-Module based on Javanese local wisdom integrated with a deep learning pedagogical framework for teaching recount text to Grade X students, and (2) assess its quality based on expert judgment using a validated rating instrument.

Recount text is a key genre in the senior high school English curriculum in Indonesia, functioning to retell past personal experiences in a structured, chronological manner. Despite its centrality in the national curriculum, classroom observation during a teaching practicum at SMAS Nurul Iman Tanjung Morawa revealed several practical challenges in recount text instruction. English lessons remained predominantly teacher-centered, with limited integration of digital learning media. Notably, students in class X-3 demonstrated low active participation and experienced considerable difficulty in organizing personal ideas into coherent written texts, particularly in maintaining thematic progression and logical flow, difficulties consistent with those reported by Sianipar et al. (2020) in EFL writing contexts. The teacher also noted that existing instructional materials were insufficient to support meaningful, student-centered writing development.

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METHOD

This study employed a Research and Development (R&D) design following the ADDIE model (Branch, 2009). The research was conducted at SMAS Nurul Iman Tanjung Morawa during the second semester of the 2025/2026 academic year. Consistent with the study's objectives, research was limited to three of the five ADDIE stages: Analysis, Design, and Development. The Implementation and

Evaluation stages were not conducted; consequently, no data regarding the product's effectiveness or classroom practicality were generated.

The Analysis stage involved a needs analysis conducted with 30 Grade X students from class X-3 and one English teacher. Class X-3 was selected purposively based on two criteria: (1) direct observation during a teaching practicum confirmed that this class exhibited the most pronounced difficulties in writing, particularly in idea development and paragraph coherence; and (2) the class's demographic profile, predominantly Javanese-background students, made it an appropriate context for integrating Javanese local wisdom content. The student questionnaire comprised 15 items across three dimensions: necessities (learning purposes and E-Module rationale), lacks (self-assessed difficulties and current writing proficiency), and wants (preferences regarding exercise types, writing tasks, learning media, settings, teacher role, and task completion mode). Items 1–12 used a multiple-response format; items 13–15 used a single-choice format. The teacher questionnaire comprised parallel items in an open-response format. No formal reliability testing was conducted on the needs analysis instruments, as they were adapted from validated instruments by Setiani (2022) and used for descriptive purposes only.

For the expert validation stage (Development), three validators independently assessed the developed product using purpose-designed rating instruments. The material expert used a 13-item instrument covering content accuracy, integration of *Andhap Asor*, learning exercises, language quality, and alignment with learning objectives. The media expert used a 16-item instrument covering cover design, image quality, text readability, media display, layout, language clarity, and ease of use. The cultural expert used a 10-item instrument covering the accuracy and appropriateness of *Andhap Asor* representation. All three instruments used a five-point Likert scale (5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, 1 = Very Poor). Mean scores were calculated per instrument and classified according to the following conversion criteria: 4.50–5.00 = Very Good, 3.50–4.49 = Good, 2.50–3.49 = Fair, 1.50–2.49 = Poor, 1.00–1.49 = Very Poor. Alongside the rating scales, each validator also provided open-ended qualitative feedback, which was used to guide product revisions.

RESULTS AND DISCUSSION

The Development Process of the E-Module

Analysis Stage

The needs analysis questionnaire was administered to 30 students and one English teacher. Table 1 presents the key findings across all three dimensions. Items marked (*) used a multiple-response format.

Table 1. Summary of Needs Analysis Findings

Dimension	Key Finding	%
Necessities	Understanding text structure & answering questions	60.00%
	Writing recount text correctly and properly	50.00%
	Improving recount text vocabulary	43.33%

	Reason for needing E-Module: concise material makes learning easier	43.33%
Lacks	Arranging sentences into a coherent paragraph*	60.00%
	Finding ideas to write*	56.67%
	Current writing proficiency: Basic Upper level	60.00%
Wants	Preferred exercise: Multiple Choice*	60.00%
	Preferred exercise: Matching*	53.33%
	Preferred writing type: Personal writing*	70.00%
	Preferred learning media: Illustrated readings*	60.00%
	Preferred learning setting: Classroom	60.00%
	Preferred teacher role: Observer	50.00%
	Preferred task completion: Individually / Small groups (3–4 people)	36.67% each

Note: (*) = multiple-response item; percentages reflect the proportion of respondents selecting each option

The necessities findings reveal that students approached recount text learning with primarily comprehension-oriented goals: 60.00% identified understanding text structure and answering comprehension questions as their main learning purpose, while fewer (50.00%) selected writing recount text correctly. This suggests that students were more accustomed to receptive than productive engagement with the genre, a gap that the E-Module's writing-focused design was intended to address. The finding that 43.33% identified concise material as their primary reason for needing an E-Module further confirmed the need for a structured, easily navigable digital resource.

The lacks findings are particularly significant for product design. The most frequently reported difficulty was arranging sentences into a coherent paragraph (60.00%), followed by finding ideas to write (56.67%). These two difficulties correspond directly to Genre-Based Theory's emphasis on schematic structure and social purpose: students who cannot organize ideas within a genre framework are likely lacking an explicit understanding of recount text conventions. Additionally, 60.00% of students self-assessed their writing proficiency at the Basic Upper level, indicating the ability to produce simple sentences but not yet extended text, consistent with the teacher's assessment of Intermediate Lower. These convergent findings informed the decision to provide explicit structural scaffolding in Units 1 and 2 of the E-Module, and to sequence writing tasks from guided to independent production in Units 3 and 4.

The wants findings guided several specific design decisions. The preference for Multiple Choice (60.00%) and Matching (53.33%) exercises, consistent with students' self-reported proficiency level, informed the selection of recognition-based tasks in the formative assessment activities. The strong preference for Personal writing (70.00%), the most selected option, directly validated the choice of recount text as the genre focus, as personal writing is the defining characteristic of this genre. The preference for Illustrated readings (60.00%) over other media types informed the design decision to include illustrated reading texts in every unit. The equal division between individual and small-group task completion (36.67% each) supported the inclusion of both modes in the activity design, consistent with the Joyful principle's emphasis on varied learning arrangements.

The teacher's assessment provided a complementary professional perspective. The teacher identified grammar and structural understanding as the primary student difficulties, a more technical characterization than students' self-reports, but consistent with them. The teacher also assessed students at Intermediate Lower proficiency, slightly higher than students' own self-assessment, reflecting a difference in evaluative stance rather than contradiction. Both teacher and students concurred on the preference for classroom-based learning with the teacher acting as an observer or facilitator, reinforcing the student-centered orientation of the deep learning framework adopted in this study.

Design Stage

Based on the analysis findings, an instructional blueprint was developed prior to product construction. The E-Module was structured into four sequential learning units, with each unit aligned to a specific phase of Genre-Based Theory instruction and operationalizing the three deep learning principles. Unit 1 (Orientation) introduced the concept of recount text, its social purpose, generic structure, and language features, alongside the cultural value of Andhap Asor, operationalizing the Mindful principle by encouraging students to attend carefully to textual and cultural information. Unit 2 (Text Analysis) engaged students in identifying generic structure and language features in model texts that embedded Andhap Asor scenarios, operationalizing both the Mindful and Meaningful principles. Unit 3 (Guided Writing) scaffolded students through reflective personal writing tasks in which they narrated experiences that illustrated Andhap Asor values, operationalizing the Meaningful principle. Unit 4 (Independent Production) provided guided but less scaffolded writing production with formative self-assessment, operationalizing the Joyful principle through varied and personally relevant tasks. Visual design decisions, font selection, color scheme, and illustrated character design, were developed to maximize readability and student engagement within the digital flipbook format.

Development Stage

The instructional blueprint was realized as a digital flipbook E-Module using the Heyzine platform, accessible via QR code and direct link. The E-Module embedded Andhap Asor at two levels: as content, through reading texts featuring characters who navigate social situations involving humility and respect; and as a reflective framework, through writing task prompts that invited students to connect personal experiences with the value's principles. Interactive elements, embedded quizzes, vocabulary exercises, video links, and self-assessment checklists, were distributed across all four units. Following initial development, the product was submitted for expert validation, and revisions were made iteratively based on validator feedback before the final product was produced.

Expert Validation Results

The developed E-Module was evaluated by three expert validators using the instruments described in Section 3. Validation results are summarized in Table 2.

Table 2. Summary of Expert Validation Results

Validator	Items	Mean Score	Category
Material Expert	13	5.00	Very Good

Media Expert	16	4.06	Good
Cultural Expert	10	4.80	Very Good

The material expert's mean score of 5.00 (Very Good) across all 13 items indicates that the E-Module's instructional content, including content accuracy, Andhap Asor integration, exercise design, language quality, and alignment with learning objectives, fully met the established quality criteria. This result aligns with Jembari et al. (2023), who similarly found that locally grounded instructional content received strong expert endorsement, and suggests that the explicit Genre-Based Theory framework adopted in this study produced a coherent and content-valid instructional product.

The media expert's evaluation yielded a mean score of 4.06 (Good), the lowest of the three validation scores. Detailed item-level results are presented in Table 3.

Table 3. Media Expert Validation Results

Aspect	Item	Score
Cover Design	Attractiveness of cover display	4
	Clarity of cover identity	5
	Color harmony of cover display	4
Image Quality	Image quality in relation to material	4
	Proportionality of image size	4
Text Clarity	Readability of text in E-Module	4
	Appropriateness of font type selection	4
Media Display	Color combination arrangement	4
	Attractiveness of E-Module display	5
	Overall media display supports learning	4
Layout	Layout arrangement of images and text	4
	Clarity of language and comprehension	4
Language Quality	Accuracy of writing and word choice	3
	Ease of Use	4
Ease of Use	Ease of using the E-Module	4
	Ease of navigating usage instructions	4
	Clarity of usage instructions	4
Overall Mean		4.06

As shown in Table 3, 14 of the 16 items were rated at 4 (Good) and two at 5 (Very Good). The only item rated below Good was item 13, accuracy of writing and word choice, which received a score of 3 (Fair). The expert's qualitative feedback identified specific typographical errors (e.g., 'Etimasi', 'Meembaca', 'grandparents'), font inconsistencies, spacing irregularities, and incomplete image attributions as the primary concerns. That the score of 3 appeared specifically in the language quality dimension, rather than in design or usability dimensions (which all scored 4), suggests that the lower overall media score reflects a specific and addressable weakness in textual accuracy rather than a systemic design problem. Targeted revisions were made in response to each item of feedback: all typographical errors were corrected, font and spacing were standardized, navigational instructions were clarified, and image sources were fully attributed. The relatively lower media score compared to material and cultural scores is consistent with the observation that media design in self-developed digital products typically requires more iterative refinement than content quality, particularly when developed without professional graphic design support (Atmaja et al., 2024).

The cultural expert's mean score of 4.80 (Very Good) across 10 items, with eight items rated at the maximum score of 5, indicates that Andhap Asor was represented accurately, respectfully, and relevantly throughout the E-Module. The two items rated at 4 concerned the spelling of specific Javanese cultural terms and the concreteness of visual representations of the value. Revisions addressed both concerns: Javanese terms were corrected following the expert's guidance, and character illustrations were adjusted to more concretely depict Andhap Asor behaviors. The high cultural validity score supports the argument, advanced by Anggraini and Riyanti (2024) and Widiastuti et al. (2024), that contextually grounded cultural content can be integrated into EFL materials without sacrificing instructional quality.

Taken together, the validation results indicate that the E-Module met the established quality criteria across all three domains of assessment, with material and cultural quality rated as Very Good and media quality rated as Good. It is important to note that these scores reflect expert judgment of product quality, not evidence of learning effectiveness. As the study did not include the Implementation and Evaluation stages, no claims regarding the product's impact on students' recount text writing ability, motivation, or engagement can be made. This constitutes a deliberate and acknowledged boundary of the study's scope, consistent with R&D designs bounded at the Development stage (Branch, 2009).

CONCLUSION

This study produced an E-Module based on the Javanese local wisdom value of Andhap Asor, integrated with the Mindful, Meaningful, and Joyful principles of the deep learning pedagogical framework, for teaching recount text to Grade X students at SMAS Nurul Iman Tanjung Morawa. The development followed the Analysis, Design, and Development stages of the ADDIE model, yielding a digital flipbook accessible via the Heyzine platform. The needs analysis identified paragraph coherence (60.00%) and idea generation (56.67%) as students' primary writing difficulties, which informed a four-unit instructional design that sequenced activities from explicit genre instruction through guided and independent writing production. The integration of Andhap Asor functioned both as the cultural content of the reading texts and as the reflective framework guiding students' personal writing, while the deep learning principles structured the cognitive and affective dimensions of each learning unit.

Expert validation results indicate that the product met the established quality criteria based on expert judgment: the material expert awarded a mean score of 5.00 (Very Good, within the 4.50–5.00 range), the cultural expert 4.80 (Very Good), and the media expert 4.06 (Good, within the 3.50–4.49 range). The contribution of this study lies in its systematic integration of genre-based instruction, culturally responsive content, and a structured pedagogical framework within a single digital learning product, an integration not represented in the studies reviewed for this article. As no classroom implementation was conducted, conclusions are restricted to product quality as assessed by expert validators.

Future research is recommended to continue to the Implementation and Evaluation stages of the ADDIE model. Specifically, the Implementation stage should pilot the E-Module in authentic classroom conditions with Grade X students, while the Evaluation stage should assess its practicality through student and teacher response instruments and its effectiveness through pre- and post-test measures of recount text writing performance, using validated rubrics that address generic structure, language features, content coherence, and vocabulary use.

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