

Kuram ve Uygulamada Eğitim Yönetimi Educational Administration: Theory and Practice 2023, Cilt 29, Sayı 3, ss: 167-179 2023, Volume 29, Issue 3, pp: 167-179 w w w . k u e y . n e t



# Indonesian National Educational Innovation E-module based on a Humanistic Approach

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	Abstract
Article History Article Submission 24 November 2022 Revised Submission 29 December 2022 Article Accepted 01 March 2023	Student boredom in participating in system management learning in distance learning is the main problem in this study. This has an impact on ineffective learning processes and outcomes. This research aims to develop a Humanistic-based Indonesian National Education Innovation E-Module. The method used is research and development with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The measurement instruments used were questionnaires on material content, accessibility and e-module design. The subjects of this study were experts and students taking the Indonesian National Education Innovation course, as well as lecturers supporting the course. The data analysis used was qualitative and quantitative using descriptive statistical analysis techniques. The research findings show that the Indonesian National Education Innovation E-module product has fulfilled the feasibility and practical aspects after being tested in the field with users and experts. Further research is needed to test the effectiveness of the e-module and whether it can improve student learning outcomes. <b>Keywords:</b> E-module; Humanistic; Education Innovation; Effective Learning; Indonesian Education System

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## Introduction

Educational innovation is an idea, product, or new work that can be used as a reformer to achieve educational goals or solve problems in the world of education (Caliskan & Zhu, 2020). With innovation in the field of education, it is hoped that the quality of education will be better and more focused (Boroujerdi, 2020). This kind of innovation must continue to be encouraged in Indonesia, both at the elementary, junior high, high school, and tertiary levels. Especially in the era of technological advances like now (Saptono et al., 2021; Sartono, 2022). The world of education must always innovate in order to achieve the goals set. The goal is to improve the quality of education, in terms of resources, facilities, infrastructure, structures, and procedures (Cindy et al., 2022). In addition, education is expected to be able to guarantee the implementation of education at the elementary, secondary, and tertiary levels, resolve unfinished educational problems and align the progress of science and technology in education in Indonesia so that it does not continue to be left behind from global progress.

In Indonesia, educational innovation is one of the courses taken by education students under the name Innovation and National Education course. This course discusses the concept and conceptualization of Indonesian national education and its impact on the practice and theory of national education, the function of national education in building national character and unity, the dynamics of national education in local, national, and global contexts with existing balance models as well as historical, legal, political, economic and socio-cultural. The learning objectives developed include being critical, innovative, and creative towards the development of science and technology related to the profession as educators and educational researchers at the school level. In addition, the goal is also expected to master the principles and theories of education in schools and be able to apply logical, critical, systematic, innovative, and creative thinking in the context of the development of science and technology based on humanities values in accordance with the field of education.

Since the era of distance learning, system management has become the choice in presenting learning (Ilyas et al., 2022; Hariyanta et al., 2022). Learning involves a lot of technological innovation to achieve the goals that have been set (Herwin et al., 2022; Astuti et al., 2022; Rahayu et al., 2022). Likewise with the practice of Indonesian national education innovation lectures which so far have been mostly carried out through System Management Learning. The problem experienced by students so far is student boredom in participating in learning activities presented in the Learning Management System. Some students feel that they need a big effort to access the learning management system in order to study the material in it. Not to mention if they experience signal difficulties to access, after a few minutes they have to log back into the application. This is felt to be difficult for students, especially when they are constrained by signals and have to take quizzes in it. In addition, according to some of the students interviewed, the videos and information presented were not up-to-date.

Problem situations that are generally felt by students in attending Indonesian national education innovation lectures underlie the development of electronic modules (E-Modules) as learning aids. This is based on several empirical findings that state that the E-Module is one of the most effective learning aids used in student learning activities. Various advantages that can be achieved by using E-Modules in learning activities are fostering independent learning and increasing the effectiveness of learning. If a module is presented carefully and has attractiveness and novelty, it will be easier to arouse students' learning enthusiasm for the material to be studied.

Furthermore, the novelty of this study is developed on a humanistic basis. This is based on the characteristics of Indonesian society, culture and nation which uphold humanity-based education. The humanistic approach is based on positive developments. This approach emphasizes the potential of students to seek and find solutions to their own learning needs. This is important for self-potential development according to the needs of each student (Listiari, 2019). The humanistic approach provides opportunities for students to more freely use their rights to learn according to their views. Students as learning objects are given the freedom to regulate their own learning patterns and styles and continue to act in accordance with generally accepted norms and rules. This is what underlies the development of e-module as a form of giving students the opportunity to develop their potential independently at certain times (Firdaus & Mariyat, 2017). The content in the developed module is directed at the humanist habits of the Indonesian people. This is very important to maintain the nation's culture. In addition, humanist education is a learning model that in practice always fights for the rights of each individual so that they can actualize and explore their potential. And in the end, learning is more conducive and provides recognition and trust in the uniqueness of each individual, besides that it can also create a pattern of learning that is more cooperative and democratic. This research aims to develop a Humanistic-based Indonesian National Education Innovation E-Module.

#### **Literature Review**

A module is a collection of subject matter used by students for independent study, which is studied in stages and thoroughly, systematically arranged, supplemented by assignments, exercises, or evaluation materials, as well as other supporting materials to support the learning process in certain subjects (Ginting & Widiyarti, 2020; Hannum, 2019). E-modules are modifications of conventional modules by integrating the use of information technology so that existing modules can be more interesting and interactive. Because with e-Modules we can add multimedia facilities (images, animations, audio, and video) in it. We can also add interactive test or evaluation facilities so students can interact more with their learning resources (Triwahyuningtyas et al., 2020; Yenny et al., 2022). E-models can be used to integrate conventional activities with online learning and distance learning (Nurlaila et al., 2020). E-module is an effort to increase student motivation in learning (Anandari et al., 2019). Furthermore, students' interest in learning can also be developed by implementing e-modules (Asrial et al., 2020). Another thing that is also important is that e-modules can be used to improve student learning outcomes (Maulana et al., 2022). Therefore, some previous views emphasize that e-modules are products that greatly support the effectiveness of learning activities.

Humanistic education is an educational approach that refers to the philosophy of learning humanism, namely education which views learning as not just developing cognitive qualities, but also a process that occurs within the individual which involves all existing domains (cognitive, affective, and psychomotor). Humanism in education emphasizes the spiritual aspects of a person such as emotions, feelings, and all aspects of his development (Khatib et al., 2013). So that in the learning process, the human values that exist in students get attention to be developed. According to humanistic educational theory, the purpose of learning is to humanize humans. The learning process is considered successful if the learner understands his environment and himself (Listiari, 2019).

## Methodology

#### Research Design

The research method used in the Development of the Indonesian National Educational Innovation E-Module Based on a Humanistic Approach is the Borg and Gall model. The research stages are limited to producing products that are rational, integrated, applicable, and systematic in accordance with elements in science (Borg, 2014) including seeking the formulation of national educational innovation e-modules based on a humanistic approach, designing national educational innovation e-modules based on a humanistic approach, developing a national educational innovation e-module based on a humanistic approach that is ready for validator tests and field trials.

#### Sample and Data Collection

The subjects of this study consisted of experts and students. The sample selection was carried out using a purposive technique through consideration of the informants' competence, feasibility and knowledge of the focus to be studied. The selection of experts is intended to validate the E-Module products that have been developed. In addition, students are the main subject of the product being developed to obtain important information regarding the quality of the product being developed. The process of collecting information is carried out with the first stage, namely research and information collecting. This stage was carried out by conducting literature studies related to national educational innovations based on a humanistic approach and preparing to formulate a research framework through focus group discussion (FGD) with the research team. The second stage is planning. This stage is carried out by formulating development goals and exploring the e-module formula for national education innovation based on a humanistic approach so as to produce a learning module concept that is mutually synchronized through the focus group discussion stage 2.

The third stage is developing the initial form of the product. At this stage, the initial development is carried out according to the specifications determined in the previous stage. After the initial design is ready, then proceed to the fourth stage in the form of product testing in the field. This initial trial is still limited. After the limited trial, the fifth step is reflected in the form of product revision by utilizing input from the limited trial. The next step is the sixth step in the form of expanded field testing. In this section, a wider coverage is used compared to the first trial. This is done to obtain more critical evaluation results. After that, another reflection and revision were carried out in the seventh stage, followed by operational validation and finally the final revision as product improvement. Data collection was conducted in 2022 in Yogyakarta, Indonesia.

#### Analyzing of Data

The research data were analyzed using qualitative analysis through data condensation, presentation of verification data, and drawing conclusions. In addition, this research was also analyzed using a quantitative approach through descriptive statistical analysis.

## Results

# **Research and Information Collecting**

An analysis of theoretical studies was carried out by researchers to find out the dimensions of a good e-module. The results show that a good e-module consists of 6 dimensions, namely (1) Selfinstruction is a significant characteristic in the module, with this character it allows one to adapt independently and not depend on other parties; (2) The module is said to be self-contained if all the necessary learning materials are contained in the module; (3) Standalone is a feature of the module that does not depend on other media or teaching materials; (4) The module is said to be adaptive if the module can adapt to the progress of science and innovation. Modules must have high adaptability to increasing knowledge and innovation; (5) User-friendly is a feature of a module that is friendly or familiar with its use so that readers can easily understand it. So that in detail the characteristics of the e-module that will be made must contain the elements described in Table 2., and become a reference in developing and measuring instruments for the quality of the emodule National Education Innovation Based on Humanistic Approach.

	Table 1. Dimensions of the E-module			
No.	Dimensions	Indicators		
1	Self-instruction	Contains clear learning objectives and can describe the achievement of Core Competencies and Basic Competencies. Contains learning material packaged in small or explicit activity units, making it easier to concentrate as a whole. There are examples and illustrations that help clarify the introduction of the learning material. There are practice questions, assignments, and the like which make it possible to measure student mastery. Contextual, namely the material presented is related to the task, atmosphere, or environment of the students and the context of the activity. Using communicative and simple language. There is an overview/summary of the learning material. There is an assessment instrument, which allows students to carry out self-evaluation (self-assessment).		
2	Self Contained	Provide opportunities for students to study learning material thoroughly.		

No.	Dimensions	Indicators		
	Stand Alana	Students do not need other teaching materials to study and do		
3	Stand Alone	assignments in the module.		
4	Adaptive	Having high adaptability to increasing knowledge and innovation.		
		Ease of users in reacting and getting what they want.		
5	User-Friendly	Use simple, straightforward language and use terms that are		
		commonly used.		

Table 1 shows the dimensions that are the focus of the e-module development in this study. There are five main focuses, namely: self-instruction, self-contained, stand-alone, adaptive, and user-friendly. This is intended so that the developed e-module can meet the expected quality, namely being able to provide independent study assistance for students. In addition, this product is expected to be more adaptive in learning activities and can be used by various groups easily. In addition, the main attention is also on material content that is in accordance with the demands of the curriculum and learning objectives. This must be fulfilled before this product is categorized as a learning module that is suitable for use in the field.

Meanwhile, the material developed in the Humanistic Approach-Based National Education Innovation e-module refers to the curriculum used. The scope of material from the Humanistic Approach-Based National Education Innovation E-module includes; (1) a view of humans; (2) the meaning of education and the boundaries of education; (3) education as a science; (4) education as a system; (5) understanding and uniqueness of students; (6) theory of student development; (7) understanding, requirements, and position of educators; (8) duties and responsibilities of educator professionalism; (9) educational content; (10) educational methods and tools; (11) educational environment; (12) renewal of the national education system; (13) and lifelong education.

### Planning

The planning stage is carried out to determine the content that is made in the module in each chapter. Based on the results of the FGD with the research team, the content of the National Education Innovation Based on Humanistic Approach e-module was determined, which consisted of a cover page, which contained information about course names, author names, agency identities, and images that reflected innovation in education. Next is the preface, which briefly describes the contents of the e-module Indonesian National Education Innovation Based on Humanistic Approach. The third component is the table of contents, a list of figures, and tables which are directly linked to the pages in each chapter of the e-module.

The next component is module content, which contains discussion titles for each chapter, introduction to learning, learning outcomes, material explanations, "did you know" content as updated additional knowledge, learning videos, material summaries, learning evaluations for each chapter, and references used. Modules are written in Indonesian and English. The learning videos contain explanations regarding the material discussed in the field of education in Indonesian and English. In addition, there is also a biographical component for the e-module National Educational Innovation Based on a Humanistic Approach.

# Develop a Preliminary Form of the Product

The results of the initial product development of the Humanistic Approach-Based National Education Innovation e-module were made using the Adobe Photoshop application which was used to design the layout of the e-module; Ms. application Word used to create learning material content; the YouTube application used for learning videos. In creating e-modules that can be accessed from anywhere; the researcher develops the finished module content into a website-based application with the programming language used; html, css, php, javascript, jquery, and MySQL. Meanwhile, to make the display accessible from computers and smartphone devices, students use the Adobe Dreamweaver application.



Figure 1. Electronic module start page sample (E-Module)

Figure 1 shows an example of a start page in an e-module that has been developed. The figure shows several components in the e-module that can facilitate student learning. In the picture, you can observe the buttons to set the page, forward and backward pages. Apart from that, users can also zoom in and out of the screen if the letters that appear are too big or too small and difficult to read. Furthermore, users can also set a full screen and adjust the audio output level when running this e-module. The results of the initial product development were then validated by material experts and media experts using the CVR analysis. The test results by material and media validation are presented in Table 2.

No.	Dimensions	Frequency Panelists answer "appropriate"	Number of panelists	CVR value
1	Self-instruction	7		0.875
2	Self Contained	6		0.750
3	Stand Alone	6	8	0.750
4	Adaptive	7		0.875
5	User-Friendly	7		0.875
		Score average		0.825

Table 2.	Content	Validity
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Based on Table 2, the average CVR scores of 8 material experts and media experts show that the Humanistic Approach-Based National Education Innovation e-module is in the appropriate category (score > 0.500) in each dimension. This means that the developed media does not need significant revisions. However, based on the notes from the experts, the researchers concluded that it was necessary to adjust the typeface, which previously used Arial 12pt with 1.5pt spacing in the subtitles, to Calibri Math fonts with a size of 14pt and 1.15pt spacing. In the summary section, which originally used a 1.5pt space size, it was changed to 1pt. This makes the number of pages from the previous design as many as 215 pages, to 139 pages including the cover and the constituent biota (Figure 2).

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Figure 2. Sample module material after assessment by experts

# Preliminary Field Testing

An initial trial was conducted on 4 students to assess each component in the Humanistic Approach-Based National Education Innovation e-module. By changing the scores obtained to be descriptive of the assessment criteria according to Widoyoko (2010), the score categories used are described in Table 3.

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Average score	Feasibility classification	Practicality classification
X > 4.2	Very worth it	Very practical
$3.4 < X \le 4.2$	Worthy	Practical
$2.6 < X \le 3.4$	Pretty decent	Practical enough
$1.8 < X \le 2.6$	Not feasible	Not practical
X ≤ 1.8	Very unworthy	Very impractical

Table 3. Score categories in the initial trial to test the feasibility of the product

The test results on the components in the National Education Innovation Based on Humanistic Approach e-module are in the very feasible category in terms of the average score, so no revision stages are needed in it. Meanwhile, the practicality of the National Education Innovation Based on Humanistic Approach e-module is in the very practical category, judging by the average score on the user-friendly dimension, which is (4.4). This shows that the e-module of National Educational Innovation Based on a Humanistic Approach that has been developed can be accepted by users, namely students. The detailed results of the early-stage testing can be seen in Table 4.

No.	Dimensions	Scores	Frequency	Feasibility
1	Self-instruction	4.3		Very worth it
2	Self Contained	4.5		Very worth it
3	Stand Alone	4.0	4	Worthy
4	Adaptive	4.5		Very worth it
5	User-Friendly	4.4		Very worth it
	Score average	4.3		Very worth it

Table 4. Product feasibility test results

## Main Field Testing

The initial trial was conducted on 50 students who had received the Education Innovation course to assess each component in the Humanistic Approach-Based National Education Innovation e-module. By changing the scores obtained to be descriptive of the assessment criteria according to Widoyoko (2010), the score categories used are described in Table 5.

Average score	Feasibility classification	Practicality classification
X > 4.2	Very worth it	Very practical
$3.4 < X \le 4.2$	Worthy	Practical
$2.6 < X \le 3.4$	Pretty decent	Practical enough
$1.8 < X \le 2.6$	Not feasible	Not practical
X ≤ 1.8	Very unworthy	Very impractical

Table 5. Category scores in the initial trial to test the feasibility of the product

The results of the main trials on the components in the Humanistic Approach-Based National Education Innovation e-module are in the very feasible category in terms of the average score, so no revision stages are needed in it. Meanwhile, the practicality of the National Education Innovation Based on Humanistic Approach e-module is in the very practical category, judging from the average score on the user-friendly dimension, which is (4.6). This shows that the e-module of National Educational Innovation Based on a Humanistic Approach that has been developed can be accepted by users, namely students. The detailed results of the early-stage testing can be seen in Table 6.

Tuble 0.1 Foddet leasibility test results				
No.	Dimensions	Scores	Frequency	Feasibility
1	Self-instruction	4.5		Very worth it
2	Self Contained	4.8	50	Very worth it
3	Stand Alone	4.8		Very worth it
4	Adaptive	4.8		Very worth it
5	User-Friendly	4.6		Very worth it
	Score average	4.7		Verv worth it

Table 6. Product feasibility test results

Table 6 shows the results of the feasibility test which shows an average score for all dimensions that is more than 4. When compared with the established criteria, it can be explained that the e-module product that has been developed is in a very feasible category. This is the basis that this product can be applied in the field.

# Operational Field Testing

Operational trials were carried out on 200 students who had received the Education Innovation course to assess each component in the Humanistic Approach-Based National Education Innovation e-module. The results of the main trials on the components in the Humanistic Approach-Based National Education Innovation e-module are in the very feasible category in terms of the average score, so no revision stages are needed in it. Meanwhile, the practicality of the National Education Innovation Based on Humanistic Approach e-module is in the very practical category, judging from the average score on the user-friendly dimension, which is (4.6). This shows that the e-module of National Educational Innovation Based on a Humanistic Approach that has been developed can be accepted by users, namely students. The detailed results of the early-stage testing can be seen in Table 7.

Table 7. Product feasibility test results					
No.	Dimensions	Scores	Frequency	Feasibility	
1	Self-instruction	4.4		Very worth it	
2	Self Contained	4.6	200	Very worth it	
3	Stand Alone	4.6		Very worth it	

Table 7. Product feasibility test results

No.	Dimensions	Scores	Frequency	Feasibility
4	Adaptive	4.4		Very worth it
5	User-Friendly	4.6		Very worth it
	Score average	4.5		Very worth it

In general, the products that have been developed have met the feasibility dimensions that have been expected by both researchers and users. This shows that the E-Module Products that have been developed can be applied to a wider area.

#### Discussion

National Education Innovation E-module Based on Humanistic Approach was developed to support online learning (blended and hybrid learning). In its development process, the e-module National Educational Innovation Based on a Humanistic Approach pays attention to the practicality and feasibility aspects of an electric learning module. In terms of feasibility, researchers consider the elements, (1) self-instruction, (2) self- contained, (3) stand-alone, and (4) adaptive. This is in line with statements from several studies which say that a proper e-module must pay attention to several elements such as (1) target audience, (2) there are learning objectives, (3) original content, (4) there is an assessment, and (5) being able to track user progress (Amini & Usmeldi, 2022; Asmianto et al., 2022; Basuki, 2022; Sutarto et al., 2022). The e-module must be aimed at a specific target audience. When developers know the target audience, developers can develop effective e-learning courses that meet their expectations. To do that, researchers need to understand audience training needs, their backgrounds, demographics, and learning preferences. This will assist researchers in developing relevant and effective e-learning courses.

Learning objectives are statements, in specific and measurable terms, that describe what students will be able to do after completing the course (Setiyani et al., 2022; Herwin et al., 2022). E-module content must challenge students, arouse curiosity, and trigger a desire to learn (Rahim & Tien, 2021). However, make sure the course content is easy to read. Developers should use images, text, video, animation, and audio. E-modules need to balance all these elements to produce engaging and relevant content. Formative assessment is diagnostic and is used after the completion of each unit to test students' understanding of the learning points covered. It also helps a lecturer to get student feedback. Providing additional resources for further learning makes e-modules more comprehensive (Amini & Usmeldi, 2022). Meanwhile, in terms of practicality, the researcher considers the user-friendly elements in it.

Electronic-based modules are an effort to integrate technology into learning activities. This is very good for learning that demands to adapt to the times. Several previous studies have provided support that technology integration is very important in helping students learn (Herwin et al., 2022; Nurmawarni, 2022; Saputri, 2022; Yuliyanto et al., 2022). Since the pandemic occurred and became a normal situation, technology integration has become very important in learning management (Ilyas et al., 2022). Along with the times, in the implementation of education, parents must also have the ability to integrate technology in monitoring their children's learning (Herwin & Dahalan, 2022). Several previous studies have supported the importance of technology integration in learning. The application of electronic modules is one way to achieve this.

E-modules are electronic learning aids that make it easier for students and lecturers to learn in a more varied, efficient and effective way (Sutarto et al., 2022; Nurhikmah, et al., 2021). Based on the findings of Cucus & Aprilinda (2016), multimedia integration in learning has an effect on more effective learning outcomes for students. The application of interactive e-modules in learning activities has proven to be influential in increasing students' understanding of concepts, which can create more effective learning processes and outcomes. (Dankbaar et al., 2017; Ramirez-Montoya, 2020). Cloonan et al. (2020) explained that e-modules can increase students' confidence in learning if done well. McNamara et al. (2020) in their study project concluded that e-module is one of the efforts in learning to develop students' critical thinking skills. In addition, e-modules can also facilitate more effective student independence in their learning activities.

However, it is realized that there are weaknesses that might be felt when using e-modules in

learning such as compatibility for all learning processes, allowing outdatedness, student involvement in e-learning activities, and accountability for what students have learned. Responding to this, the e-module in this study is set up with an application that can be made changes and repairs at any time deemed necessary. In addition, a performance upload link feature is provided to keep control over student learning activities. Because it has interactive characteristics, this e-module is expected to be suitable for many materials and learning processes.

### Conclusion

The findings of the development and discussion of the Humanistic Approach-Based National Education Innovation e-module conclude that the Humanistic Approach-Based Indonesian National Education Innovation E-module is appropriate for use in learning in Educational Innovation courses in Indonesia. The Humanistic Approach-Based National Education Innovation E-Module has fulfilled the practicality test and is practical for use in learning in the Indonesian National Education Innovation course.

As for the recommendations and suggestions for the development of the Humanistic Approach-Based Indonesian National Education Innovation e-module, it is hoped that all Indonesian National Education Innovation lecturers can use this product as an alternative to teaching their students. In addition, further research is needed to test the effectiveness of the emodule and whether it can improve student learning outcomes in the Indonesian National Education Innovation course or not. This research is limited to a medium-scale sample. Therefore, it is important to extend this issue to a larger sample in order to obtain a wider range of test results.

## Acknowledgement

We thank the Faculty of Education, Yogyakarta State University for supporting this development research by providing the funds needed by the researchers. We also thank the material and media expert validators, as well as the students involved in this study.

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