

THESIS PROPOSAL

**DEVELOPING AN ENGLISH E-MODULE INTEGRATING *TRI-NGA*
VALUES FOR 4th GRADE ELEMENTARY SCHOOL STUDENTS**

By

Rahma Adine Wahyu Putri

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2026

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to Compile Undergraduate Thesis English Education Department

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MALANG**

2026

APPROVAL SHEET

**DEVELOPING AN ENGLISH E-MODULE INTEGRATING *TRI-NGA*
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By

Rahma Adine Wahyu Putri

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DEVELOPING AN ENGLISH E-MODULE INTEGRATING *TRI-NGA* VALUES FOR 4th GRADE ELEMENTARY SCHOOL STUDENTS

THESIS

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Student ID Number	: 220107110043
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Thesis	: Developing an English E-Module Integrating <i>Tri-Nga</i> Value for 4 th Grade Elementary School Students

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APPROVAL

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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 11 Juni 2026

The Researcher



Rahma Adine Wahyu Putri

MOTTO

“Like fishing, even the best equipment cannot guarantee a catch. Sometimes, all we can do is keep casting and trust the timing.” -My Father

“Not everyone can teach. It takes patience to guide, sincerity to serve, and faith to believe in the growth of others.” -My Grandmother

“Not every path is meant to be endured, some are meant to be left behind so that we can continue growing.” -My Mother

“Do not build your whole life around one thing, leave room for the things that help you breathe.” -My Sister

DEDICATION

I dedicate this thesis to my father and mother for their unwavering prayers, support, and trust. Thank you for never forcing me into anything and for allowing me to make my own choices while always being there to guide me when I needed it. To my younger sister, who has always been willing to listen to my concerns and struggles. And to my late grandmother, an elementary school teacher who was always enthusiastic about hearing my stories and experiences in teaching. I dedicate this thesis to Ma'am Nur Fitria Anggrisia, M.Pd., for her guidance, advice, and encouragement throughout this research process. Thank you for your time and support in helping me complete this thesis. I also dedicate this thesis to my ICP classmates, who have been part of my journey since the second semester. Thank you for the lessons, memories, and experiences we shared together. This thesis is one of the many things that grew from that journey.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Praise be to Allah SWT, whose grace and guidance, the researcher was able to complete the final assignment entitled “*Developing an English E-Module, Integrating Tri-Nga values for 4th Grade Elementary School Students*” May prayers and greetings always be poured out upon the Prophet Muhammad SAW, as a perfect role model in terms of sincerity, wisdom, and compassion.

The completion of this final assignment would not have been possible without the help, encouragement, and prayers of many parties. Through this gratitude, the researcher would like to express her deepest appreciation and gratitude to all parties who have contributed directly or indirectly during this research journey. With all humility, the researcher would like to express her deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., CAHRM., CRMP., the Rector of UIN Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Muhammad Walid, M.A the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Maslihatul Bisriyah, M. TESOL the Head of the English Language Education Study Program.
4. Nur Fitria Anggrisia, M. Pd as the thesis advisor, for her guidance, advice, and support throughout the completion of this thesis.
5. All lecturers on English Education Department for the valuable knowledge and advice over the years of my study.

6. The classroom teacher, and the fourth-grade students of SDN Bareng 4 for their cooperation and participation in this research.
7. My beloved parents for their endless prayers, support, and trust. Thank you for allowing me to make my own choices while always standing beside me with guidance and encouragement throughout this journey.
8. My younger sister for always being there to listen whenever I needed someone to talk to throughout the completion of this thesis.
9. My late grandmother, an elementary school teacher who always showed great interest in my stories and experiences in teaching. Although she is no longer here, her support and encouragement continue to inspire me.
10. My housemate, Ghinayatus Salwa, for being my companion throughout this thesis journey. Thank you for every cup of coffee, and every place we visited together while working on our theses.
11. My dear friends, Elva Laela Kamila, Hazlinda Paraswati, and Cindy Andryanti, thank you for being my companions throughout this thesis journey. Thank you for always working side by side with me, sharing ideas, supporting one another, and facing every challenge together. I am truly grateful to have experienced this journey with all of you, and I will always cherish the memories we created along the way.
12. My ICP classmates for being part of my university journey. Through our shared experiences, challenges, and memories, I have learned many valuable lessons that extend far beyond the classroom.
13. My heartfelt gratitude also goes to UIN Maulana Malik Ibrahim Malang for being more than just a university. It has been the place where I grew not

only academically but also personally, shaping my character, broadening my perspectives, and becoming a silent witness to my journey throughout these unforgettable years.

Malang, 11 Juni 2026

The Researcher

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Rahma Adine Wahyu Putri

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = Kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Dipthong Vocal

أو	= aw
أي	= ay
أو	= ũ
إي	= î

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ABSTRACT

Rahma Adine Wahyu Putri. 2026. Developing an English E-Module Integrating Tri-Nga Values for 4th Grade Elementary School Students. Undergraduate Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Nur Fitria Anggrisia, M.Pd.

This study aimed to describe the development process of an English e-module integrating *Tri-Nga* values (*Ngerti*, *Ngrasa*, and *Nglakoni*) for fourth-grade elementary school students and to determine its validity and practicality as an interactive teaching material for English learning. This study employed the Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at SDN Bareng 4 involving one fourth-grade classroom teacher and fourth-grade students as the research participants. The product was evaluated through a preliminary trial involving five students and a main field trial involving ten students. The validation results indicated that the e-module obtained scores of 91.67% from the material expert, 91.25% from the media expert, and 86.25% from the language expert, all of which were categorized as very valid. The practicality results showed percentages of 93.75% and 96.25% based on the teacher's responses during the preliminary and main field trials, while the students' responses reached 92.5% and 94.5%, indicating that the e-module was very practical. Furthermore, the satisfaction questionnaire revealed satisfaction levels of 100% from the teacher and 92.5% from the students, both indicating a high level of user satisfaction. Therefore, the English e-module integrating Tri-Nga values was declared valid, practical, and highly satisfactory for users, making it suitable as an English learning medium for fourth-grade elementary school students.

Keywords: English e-module, *Tri-Nga*, English learning, elementary school, ADDIE.

الملخص

"رحمة أدينة وحيو بوتري ٢٠٢٦. تطوير وحدة إلكترونية لتعليم اللغة الإنجليزية مدمجة بـ "تري-نغا" لطلاب الصف الرابع في المرحلة الابتدائية. رسالة جامعية. قسم تعليم اللغة الإنجليزية، كلية التربية، وإعداد المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانغ. المشرفة: نور فطرية أنغريسيا. الماجستير.

هدفت هذه الدراسة إلى وصف عملية تطوير وحدة إلكترونية لتعليم اللغة الإنجليزية مدمجة بـ تري-نغا لطلاب الصف الرابع الابتدائي، وكذلك التعرف على مستوى (Ngerti، Ngrasa، Nglakoni) صلاحيتها وفعاليتها بوصفها مادة تعليمية تفاعلية في تعلم اللغة الإنجليزية. استخدمت الدراسة منهج ADDIE التحليل ADDIE وفق نموذج (R&D) البحث والتطوير، الذي يتكون من خمس مراحل، وهي: التصميم، والتطوير، والتنفيذ، والتقويم. أجريت الدراسة في مدرسة SDN Bareng 4 بمشاركة 4 طلاب الصف الرابع. وتم تنفيذ التجربة الأولية على خمسة طلاب، بينما تمت التجربة الميدانية الرئيسية عشرة طلاب. أظهرت نتائج التحقق من الصلاحية أن الوحدة الإلكترونية حصلت على نسبة 91.67% من خبير المادة، و91.25% من خبير الوسائط، و86.25% من خبير اللغة، وجميعها ضمن فئة صالحة جدًا. كما أظهرت نتائج اختبار العملية نسبة بلغت 93.75% و96.25% وفق استجابات المعلمة في التجريبتين الأولية والرئيسية، في حين بلغت استجابات الطلاب 92.5% و94.5%، مما يدل على أن الوحدة الإلكترونية عملية جدًا. بالإضافة إلى ذلك، أظهرت استبانة الرضا نسبة رضا بلغت 100% لدى المعلمة و92.5% لدى الطلاب، مما يشير إلى مستوى مرتفع من رضا المستخدمين. وبناءً على ذلك، فإن الوحدة الإلكترونية لتعليم اللغة الإنجليزية المدمجة بـ تري-نغا تُعد صالحة وعملية وتحظى بدرجة عالية من رضا المستخدمين، ولذلك يمكن استخدامها كأحد وسائل تعلم اللغة الإنجليزية لطلاب الصف الرابع الابتدائي.

الكلمات المفتاحية: الوحدة الإلكترونية، تري-نغا، تعلم اللغة الإنجليزية، المرحلة الابتدائية، نموذج

ADDIE.

ABSTRAK

Rahma Adine Wahyu Putri. 2026. Developing an English E-Module Integrating Tri-Nga Values for 4th Grade Elementary School Students. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan English e-module yang mengintegrasikan nilai-nilai *Tri-Nga* (*Ngerti*, *Ngrasa*, dan *Nglakoni*) bagi siswa kelas IV sekolah dasar serta mengetahui tingkat validitas dan kepraktisannya sebagai bahan ajar interaktif dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang terdiri atas lima tahap, yaitu Analysis, Design, Development, Implementation, dan Evaluation. Penelitian dilaksanakan di SDN Bareng 4 dengan melibatkan satu guru kelas IV dan siswa kelas IV sebagai subjek uji coba. Uji coba dilakukan melalui preliminary trial yang melibatkan lima siswa dan main field trial yang melibatkan sepuluh siswa. Hasil validasi menunjukkan bahwa e-module memperoleh persentase sebesar 91,67% dari ahli materi, 91,25% dari ahli media, dan 86,25% dari ahli bahasa yang termasuk dalam kategori sangat valid. Hasil uji kepraktisan menunjukkan persentase sebesar 93,75% dan 96,25% berdasarkan respons guru pada preliminary trial dan main field trial, sedangkan respons siswa memperoleh persentase sebesar 92,5% dan 94,5% yang termasuk dalam kategori sangat praktis. Selain itu, hasil angket kepuasan menunjukkan tingkat kepuasan guru sebesar 100% dan siswa sebesar 92,5% yang termasuk dalam kategori sangat puas. Dengan demikian, English e-module yang mengintegrasikan nilai-nilai Tri-Nga dinyatakan valid, praktis, dan memperoleh tingkat kepuasan pengguna yang tinggi sehingga dapat digunakan sebagai salah satu media pembelajaran Bahasa Inggris bagi siswa kelas IV sekolah dasar.

Kata Kunci: e-module, *Tri-Nga*, pembelajaran Bahasa Inggris, sekolah dasar, ADDIE.

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study. It begins with the background of the research, followed by the research questions and the research and development objectives. This chapter also presents the specification of the developed product and its significance. Furthermore, it explains the delimitation of the study to define the scope of the research and concludes with the definitions of key terms used throughout the study.

1.1 Background of Research

In the current era, English language skills are an essential skill that must be mastered from an early age. According to Brown (2000), children have a better ability to learn languages than adults because age influences second language acquisition. English serves as an international communication tool used in education, technology, and everyday life. History shows that many people learned English because it dominated the world of technology and commerce since the end of World War II in 1945 (Hutchinson & Waters, 1987). This statement aligns with Harmer (2007), who stated that almost all students worldwide currently have English lessons in school for several reasons, such as continuing education and future job requirements that will be dominated by English speakers. Therefore, elementary school is the right starting place to introduce English.

In Islam, language learning also has a very important position, this is reflected in the Qur'an, Surah Ar-Rum verse 22 which states that language differences are one of the signs of greatness from Allah SWT:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ فِي لُغَتِكُمْ وَأَوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّعَالِمِينَ ٢٢

Meaning: *Among His signs (greatness) are the creation of the heavens and the earth, the difference in your language and skin color. Indeed, in such are the signs (of Allah's greatness) for those who know.*

This verse shows that language has a fundamental value in human life. Therefore, learning a foreign language including English, not only to improve communication skills but also students can learn to appreciate differences more. It is also a sign that those who appreciate differences and understand that they must be learned are knowledgeable people.

Referring to the discussion of the above verse about learning different languages, the government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), has provided an English textbook for elementary school students entitled *English for Nusantara Kids Grade 4* with a focus on daily communication as an English learning medium. The textbook is generally appropriate for supporting English learning because it aligns with the Merdeka Curriculum and provides activities covering the four language skills. However, there is still room for improvement in providing more varied and interactive learning activities. Based on the researcher's observation of the textbook, the learning activities are mostly dominated by listening exercises through QR-code audio, limited conversation practice with classmates, and written exercises, while hands-on activities and direct language practice that actively engage students remain limited. These findings indicate the need for supplementary learning media that provide more interactive, meaningful, and student-centered learning experiences.

The preliminary insight was obtained through the experience of the researcher as English tutors for 68 students at elementary school for around five months, with the age range of 7-12 years and the majority of the students at grade 4. Based on the informal observations during the learning process, the majority of the students reported that they received the English material at school. However, the result of the initial test to identify the level of students' understanding of the material to be studied showed that the students did not understand the material optimally. Therefore, the researcher needs to reinterpret the material from the basic level.

In addition, the researcher conducted unstructured interviews with the students. The result of the interviews showed that although the students received the material at school, they are still experienced difficulty in understanding and using English vocabulary and expressions, especially in the context of everyday conversation.

In fact, elementary school students aged 7-12 years need learning through physical movement, play, and direct exploration (Piaget, 1954). Activities like this not only increase student motivation and engagement, but also help them focus more and learn again after moving. This is in line with the findings of Murray et al (2013) and Rasberry, et al (2011) as cited in Martorell (2024) physical activity has been shown to contribute to increasing children's focus and academic performance in class. According to constructivist learning theory, children learn most effectively through direct experience and active interaction with their environment (Vygotsky, 1978).

Therefore, English learning for elementary school students should not only be limited to classroom activities such as listening and writing, but also needs to be enriched with interactive activities such as games, digital/manual quizzes, role play, and practice, directly inside and outside the school environment that can make learning more meaningful and enjoyable.

The learning concept that emphasizes students' active participation is in line with Ki Hadjar Dewantara's educational philosophy, namely *Tri-Nga*, which means *Ngerti* (understanding), *Ngrasa* (feeling), and *Nglakoni* (doing). Ki Hadjar Dewantara explained that education does not only focus on knowledge, but also on developing students' feelings and real actions (Dewantara 1977). In the context of learning English, *Tri-Nga* can help students not only to understand the meaning of words, but also to grasp the meaning of the material being studied and be able to use it in everyday life.

The English textbook used in elementary schools, *English for Nusantara Kids Grade 4*, has not integrated the values of *Tri-Nga* (*Ngerti*, *Ngrasa*, *Nglakoni*) where there are still few activities that provide space for students to grasp the meaning of the material being studied and are active in practicing speaking using the material that has been learned into conversations. In fact, reflective activities that encourage students to express themselves such as storytelling, role-playing, and conversation practices involving school residents can be an effective way to develop elementary school students' language skills. This is in line with Vygotsky's (1978) theory that learning evokes a variety of internal developmental processes that can only operate

when children interact with people in their environment and cooperate with their peers.

Previous researchers have used *Tri-Nga* as the basis for making learning media and as a basic concept in teaching and learning activities. Research by Septiyanti et al. (2024) shows that integrating *the MERDEKA* flow with *Tri-Nga* values can improve students' critical reasoning. Research by Wulan et al. (2024) states that the integration of e-modules with *Tri-Nga* values can increase student independence. Research by Arrahmi et al. (2025) made an e-module of Science and Indonesian language integrated with *Tri-Nga* values showed results that this was effective in increasing student learning success.

The above research focuses on improving students' character through *Tri-Nga*. No specific subjects have been discussed and integrated with *Tri-Nga* values. In contrast, research from Nawati et al. (2024) integrates PBL-based IPAS learning with *Tri-Nga* values which helps improve student discipline. From all these previous researches, *Tri-Nga* is integrated into the creation of e-modules and teaching and learning activities to help improve student characteristics.

Based on these gaps, it is necessary to provide learning materials that not only focus on language instruction but also cultivate character values. Therefore, the researcher developed the English e-module that integrates with *Tri-Nga* values. This module is designed so that students can learn English interactively through fun, reflective activities. The novelty of this research is this study focuses on integrating the *Tri-Nga* concept into an English learning module for elementary school students. The product is designed as an

interactive digital-based learning material equipped with several link that contain learning video, online worksheet, and also digital evaluation that embed in the e-module. The main emphasis of the development is to enhance students' speaking and vocabulary skills through contextual learning activities. It is hoped that this e-module will be able to fill the gaps in previous research and contribute to the development of more contextual, character-based, and meaningful English learning at the elementary school level.

1.2 Research Questions

The following is a research question that has been formulated by the researcher based on the background description above.

1. How is the development process of the English e-module that integrates with *Tri-Nga* values for fourth-grade elementary school students?
2. How are the levels of validity and practicality of the English e-module as an interactive English learning material for elementary school students?

1.3 Research Objectives and Development

The following are the research objectives that are compiled based on the research questions that have been formulated.

1. Describe the development process of the English e-module which integrates with *Tri-Nga* values for fourth-grade elementary school students.

2. To determine the level of validity and practicality of the English e-module as an interactive teaching material for learning English in elementary schools.

1.4 Specification of The Product

The product developed in this research is an interactive English e-module integrating *Tri-Nga* values for fourth-grade elementary school students. The e-module was designed based on the Learning Outcomes (CP) of the Merdeka Curriculum and consists of five learning chapters for the second semester. Each chapter applies the values of *Ngerti*, *Ngrasa*, and *Nglakoni* through six learning sections, namely Let's Learn, Let's Watch, Let's Do It, Let's Create, Let's Play, and Let's Reflect. To support interactive learning, the e-module is equipped with embedded learning videos, audio materials, online worksheets using Wizer.me, online quizzes through Quizizz, educational games from Wordwall, project-based learning activities, and self-reflection tasks. The e-module is presented in PDF format and can be accessed using smartphones, tablets, laptops, or computers with an internet connection, enabling students to learn both inside and outside the classroom.

1.5 Significance of the Research

This research is designed to provide both theoretical and practical contributions, which can be seen in the following points.

1. Theoretical Benefits

This research is expected to contribute to the development of science, in the field of English language education, especially in the context of learning in elementary schools. The results of this research can enrich the study of the *Tri-Nga* values (*Ngerti, Ngrasa, Nglakoni*) in the design of contextual and character-based English language teaching materials. In addition, this research also provides new references on the development of interactive e-modules that integrate digital technology such as links video, online worksheet, and also online learning reflection that embed in the e-module to support active, creative and meaningful learning.

2. Practical Benefits

Practical benefits have real benefits that can be directly felt by parties involved in the learning process such as teachers, students, and schools, especially in the context of learning English in elementary schools.

a. For Teachers

The benefits for teachers are that they help prepare materials in a targeted manner without having to compile materials from scratch, as well as helping teachers save time in preparing teaching materials, worksheets, and supporting activities such as games and projects.

b. For Students

The benefit for elementary school students, especially fourth-grade students in learning English, is that this e-module is expected to be able to help students understand the material gradually, starting from vocabulary introduction to using vocabulary in conversation. This e-

module is expected to provide opportunities for students to learn independently and also learn English through various activities.

c. For Schools

The benefit for schools is that this module is expected to provide alternative English teaching materials that are innovative and relevant to the needs of elementary school students, especially grade 4. In addition, this e-module can be used as a companion teaching material to create active English learning.

d. For Further Researchers

The results of this research can be used as a reference for other researchers who want to develop similar teaching materials, especially for those who develop teaching materials for fourth-grade elementary school students using *Tri-Nga* values as the basis for making their teaching materials.

1.6 Delimitations of The Study

This study is deliberately narrowed in scope based on several specific choices regarding the target audience, curriculum, instructional design, and research methodology. First, the target population of this research is strictly delimited to fourth-grade elementary school students. Consequently, the developed product and the research findings are not intended to be generalized to higher grade levels or other educational tiers, such as junior or senior high schools, due to the distinct cognitive and developmental characteristics of younger learners.

Second, the instructional content within the e-module is restricted to English learning materials for the second semester only, based on the *My Next Word for Elementary School Grade 4* textbook published by the Ministry of Education and Culture. The module does not cover the entire academic year's curriculum to ensure a more profound and focused integration of the *Tri-Nga* (*Ngerti*, *Ngrasa*, *Nglakoni*) values within a manageable timeframe. Furthermore, the language focus is primarily delimited to speaking skills and vocabulary mastery, as these are identified as the foundational competencies needed for contextual everyday communication at this level, while listening, reading, and writing skills are treated as secondary supporting elements.

Third, in terms of instructional technology, the e-module is designed specifically to support contextual and student-centered learning by embedding active links to digital features, including instructional videos, educational games, quizzes, and online reflection tools. It does not attempt to cover offline multimedia variations.

Finally, the methodological scope of this study is bound by the Research and Development (R&D) framework using the ADDIE model. The implementation phase of this study is focused on evaluating the immediate feasibility, validity, and student responses to the prototype. Due to time constraints and the specific focus on product development, this study intentionally excludes the measurement of long-term impacts on students' overall English proficiency.

1.7 Definitions of Key Terms

Key terms contain an explanation or limitation of the meaning of the term used in the research. The goal is to avoid ambiguity and limit the context of the discussion.

1. E-Modul

The e-module used in this study is a teaching material that is developed electronically and can be accessed through laptops or smartphones. The e-module had interactive features such as embedded links that contained videos and games that could be used to learn English in a contextual and engaging way. Unlike books, which have a wide scope, these e-modules are specific.

2. *Tri-Nga* Values

The values of *Tri-Nga* (*Ngerti*, *Ngrasa*, *Nglakoni*) represented Ki Hadjar Dewantara's philosophy of education, which focused on the balance of knowledge, feelings, and actions. In this e-module, the *Tri-Nga* values were incorporated into the learning activities to promote understanding and empathy in English language learning.

3. Elementary School Students

According to the Merdeka Curriculum, functional English skills and simple communication begin to be introduced at the third and fourth grade levels of elementary school. This implies that fourth-grade students are at a level where they are ready to learn basic English conversation and vocabulary, rather than remaining in the introductory stage as in first and second grade.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories and previous studies that serve as the foundation for this research. It begins with the theoretical review, which discusses English language learning in elementary schools, the characteristics of elementary school students, constructivism theory in language learning, the concept of *Tri-Nga* in character education, e-modules as learning media, and interactive digital learning activities. This chapter also reviews previous studies related to the development of digital learning media and presents the product development framework based on the ADDIE model, consisting of the Analysis, Design, Development, Implementation, and Evaluation phases.

2.1 Theoretical Review

This chapter outlines the theoretical basis for the development of the English e-module. The theoretical review covers the main concepts supporting product development, namely English language learning in elementary schools, the characteristics of elementary school students, constructivism theory and *Tri-Nga* philosophy, as well as the concept of e-modules as a learning medium. Each theory is reviewed conceptually to strengthen the basis for developing e-modules that are contextual, interactive, and characterized.

2.1.1 English Language Learning in Elementary Schools

English language learning in elementary school aims to equip students with basic English communication skills in simple contexts appropriate to their developmental level. According to Cameron (2001), children have different characteristics than adolescents or adults when learning a foreign language. They are generally more enthusiastic, active, and eager

to please their teachers, but also easily lose interest if learning activities are not engaging. Therefore, English language learning in elementary school needs to be designed with a student-centered approach, which adapts learning activities to children's linguistic, psychological, and social development. In addition, the English learning process for children should include the use of English that is close to children's lives, interactive activities, and interesting media to stimulate children's motivation in English learning. According to Harmer (2007), English is considered one of the global languages used in many countries as the primary, second, or foreign language.

In Indonesia, English learning activities for elementary school students are normally focused on vocabulary, expressions, and conversations, as described in the *English for Nusantara Kids grade 4* books. However, the English learning process is still dominated by traditional English learning approaches, resulting in passive English learning activities among elementary school students. Thus, the English learning process should be more contextual, creative, and appropriate according to the characteristics of elementary school students.

From the researcher preliminary insight, the fact is that during English lessons at school, teachers are still very fixated on explanations and short communication practices between students in class. With this method, students easily forget and get confused about when to put the material they have learned in a conversation. Therefore, the need for a more

contextual, creative and active learning process on a wider scale or outside the classroom is needed.

2.1.2 Characteristics of Elementary School Students

Elementary school students are at the concrete operational stage of development, as described by Piaget (1954). This is the stage at which students learn best through direct experience and activity, including physical and social interactions. Students at this level are very curious and tend to learn best through play and interactions with the surroundings.

According to Vygotsky (1978), the learning processes of children are greatly affected by social interactions through the Zone of Proximal Development. Learning that allows students to interact and dialogue with each other will enable them to learn more. This is the reason why English language learners benefit from activities such as role-playing, singing, and drawing. These activities are very effective for the students as they are adapted to meet their needs.

In line with the preliminary insight from the researcher, in this theory it is said by Piaget and Vygotsky that student learning in elementary school is better done through practicum or role playing in a place where there is a wider interaction, such as friends in other classes or with teachers or also with canteen staff and also school guards. With such characteristics of elementary school students, it is necessary to develop learning media that makes students not only learn through direct

experience and activities at school but also at home and in their play environment.

2.1.3 Constructivism Theory in Language Learning

Moreover, the Constructivist theory stresses that knowledge is actively constructed by the learner through interaction with the environment and through experiences with the real world. According to Bruner (1960), meaningful learning can only take place when learners can make meaningful connections between new and existing knowledge. On the other hand, Vygotsky (1978) argues that effective learning can only take place when learners engage in meaningful social activities and can work with others.

In terms of English language learning, the Constructivist theory can support an activity-based learning approach and experiential learning. The role of the teacher will be that of a facilitator who helps learners construct meaning through language practice rather than memorization. Interactive e-modules that allow learners to engage in real-life activities such as games, conversations, and mini-projects can support the Constructivist theory.

2.1.4 The Concept of *Tri-Nga* in Character Education

Ki Hadjar Dewantara's educational philosophy is known as the *Tri-Nga* concept, which consists of three stages: *Ngerti* (understanding), *Ngrasa* (feeling), and *Nglakoni* (doing). This concept emphasizes that the

educational process should not only focus on mastering knowledge (cognitive), but should also address the affective (feeling) and psychomotor (action) aspects.

In other words, genuine education should enable students to become individuals with character, empathy, and the ability to apply what they learn to their daily life. In English language learning, the application of the *Tri-Nga* principle is as follows:

- *Ngerti* : students should be able to understand the meaning of English words and expressions,
- *Ngrasa* : students should be able to experience the meaning of English words and expressions through culture and daily life, and
- *Nglakoni*: students should be able to practice English words and expressions in real-life situations, for example talking to friends, role-playing, or even singing in English.

The incorporation of the *Tri-Nga* principle in e-learning is believed to instill character values, discipline, and empathy among students during the learning process. Not only that, this concept is in line with the theory from Piaget and Vygotsky, it is said that elementary school students need a lot of direct experience, activities or practicums, role playing in wider environment, in the concept of *Tri Nga* itself also requires practice in real life situations in the *Nglakoni* phase after two phases of understanding, namely *Ngerti* and *Ngrasa*.

2.1.5 E-Modules as Learning Media

According to Smaldino et al. (2019) in their book, *Instructional Technology and Media for Learning*, digital media such as e-modules have great potential to increase student motivation and engagement due to their ability to present material in a flexible and multisensory manner. This is reinforced by Branch and Dousay (2023), who emphasize that digitally designed, self-paced teaching materials are highly effective in learning because they encourage students to control their own pace and rhythm of learning.

In English learning, interactive e-modules are highly effective because they can feature native speaker voices, images supporting vocabulary, and online-based activities that connect students to videos, educational games, and online worksheet. The use of e-modules allows for a more concrete application of *Tri-Nga* values through activities that encourage understanding (*Ngerti*), appreciation (*Ngrasa*), and application (*Nglakoni*) in contexts close to students' lives.

2.1.6 Interactive Digital Learning Activities

Interactive digital learning activities are learning activities that utilize digital technology to actively involve students in the learning process. In contrast to traditional learning methods, interactive digital activities encourage students to participate through various forms of interaction, such as watching videos, taking quizzes, playing educational games, working on digital worksheets, and carrying out project-based tasks.

These activities allow students to play the role of active participants in learning, not just passive recipients of information. Lohr et al. (2024) explain that interactive activities in the digital learning environment change the role of students from consumers of information to active participants who interact with technology and with other learners.

The integration of digital activities in learning is widely considered to be one of the effective ways to increase student engagement and motivation to learn. Interactive digital activities provide students with the opportunity to interact directly with learning materials, get feedback quickly, and learn through exploration and practice processes. Therefore, students tend to show higher levels of participation, attention, and interest in learning during the learning process. Wekerle et al. (2024) state that technology-based learning activities that encourage interactive engagement not only improve students' cognitive processes, but also strengthen their intrinsic motivation and affective engagement through digital feedback provided directly.

Different types of interactive digital activities can be integrated into learning. Learning videos help students understand concepts through visual and auditory representations. Online quizzes provide students with the opportunity to evaluate their understanding while also getting hands-on feedback. Educational games create a fun learning experience while reinforcing learning objectives. Digital worksheets allow students to complete assignments in a more interactive format, while project-based activities encourage students to apply their knowledge in a meaningful

and authentic context. Mayer (2021) explained that the use of learning videos combined with online quizzes can support concept understanding while strengthening the achievement of learning objectives through direct evaluations.

The use of interactive digital activities is very important for elementary school students. At this stage of development, students learn more effectively through experiences that are concrete, engaging, and close to their daily lives. Interactive activities help retain students' attention, foster curiosity, and encourage active engagement in the learning process. Therefore, the integration of digital activities in learning is assessed in accordance with the characteristics and learning needs of elementary school students. Lee (2023) emphasizes that elementary school students benefit more when digital learning is designed concretely, experientially, and associated with real-life contexts.

In addition, interactive digital learning activities are closely related to constructivist theory. Constructivism theory emphasizes that learners actively build their knowledge through experience, exploration, and interaction with the learning environment. Wu and Schunn (2023) explain that a constructive digital learning environment encourages students to build their own understanding through the exploration of digital tools, task completion, and interaction with various learning features. Through activities such as videos, quizzes, games, digital worksheets, and projects, students are encouraged to develop their

understanding independently, rather than just accepting information provided by the teacher.

The implementation of interactive digital learning activities is also in line with the *Tri-Nga* concept introduced by Ki Hadjar Dewantara. Through the presentation of learning materials and explanations, students gain an understanding of the content being learned (*Ngerti*). Reflection activities and meaningful learning experiences help students appreciate and internalize the values embedded in the learning process (*Ngrasa*). Furthermore, practical activities such as quizzes, educational games, digital worksheets, and projects provide opportunities for students to apply the knowledge and skills they have learned (*Nglakoni*). Thus, interactive digital activities can support the implementation of *Tri-Nga* values in the learning process.

2.2 Previous Study

Septiyanti et al. (2024) developed a science e-module based on the Merdeka flow and integrated *Tri-Nga* teachings to improve the critical reasoning skills of elementary school students. This study used the ADDIE development model and produced a highly feasible product with a validity score of 94.6%. Furthermore, the e-module was proven effective in improving students' critical thinking skills through field trials. These findings indicate that integrating *Tri-Nga* values into the e-module can strengthen the learning process and encourage the development of student competencies.

Wulan et al. (2024) developed an Artificial Intelligence (AI)-based e-module integrated with *Tri-Nga* teachings to improve the independence of elementary school students. Expert validation results showed a feasibility rating of 92.67% and 83.5% from stakeholders, indicating that the product is highly feasible. Effectiveness testing demonstrated an increase in students' independence scores during both limited and extensive trials. This study strengthens the evidence that integrating *Tri-Nga* into e-modules can improve student character, particularly independence.

Research by Arrahmi et al. (2025) developed an electronic literacy module based on local wisdom integrated with *Tri-Nga* for third-grade elementary school students. Validation results from subject matter experts yielded a feasibility score of 96% and from learning resource experts a score of 77%, with a practicality rating of 95.58%. The module also proved effective in enhancing students' independence, with an N-Gain score of 0.68–0.69 (moderate category). This research demonstrates that integrating *Tri-Nga* and local culture can make the module more contextual and enhance student motivation and character.

The research of Nawati et al. (2024) is aimed at analyzing the need for PBL-based IPAS learning media, especially one that is integrated with the values of *Tri-Nga* (*Ngerti, Ngrasa, Nglakoni*), for elementary school students. This study is qualitative descriptive research with a case study method to examine the need for media within Student Worksheets (LKPD), especially for PBL-based social studies learning and *Tri-Nga* values. The findings of this study show various difficulties faced by students in learning social studies, such as the need for

student discipline, as well as difficulties faced by teachers in delivering materials on science, as most of the students have to memorize it. The implementation of PBL-based LKPD and *Tri-Nga* values is expected to overcome these difficulties, helping to shape a new character for student discipline.

Research conducted by Kuncahyono (2018) developed thematic learning e-modules for elementary school students. This research uses the Research and Development (R&D) method with the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The results of the study show that the e-modules developed obtained valid and practical categories based on the assessment of experts, teachers, and students. In addition, the use of e-modules helps students learn more independently and increases their involvement in the learning process. This research shows that e-modules can be an effective and interesting learning medium for elementary school students.

Research conducted by Musdalifah (2025) developed a website-assisted e-module on Wizer.me the human respiratory system material for 5th grade elementary school students. This research uses the Research and Development (R&D) method to produce valid and practical digital teaching materials. The validation results showed that the e-module obtained a very feasible category based on the assessment of material experts and media experts. In addition, the results of the practicality test showed that teachers and students responded very positively to the use of e-modules. This research proves that the use of

technology in e-modules can support a more interactive and interesting learning process for elementary school students.

Based on previous research, it can be concluded that the integration of *Tri-Nga* values in e-modules has been proven to be effective in improving the cognitive and character aspects of students, such as critical reasoning skills (Septiyanti et al., 2024), learning independence (Wulan et al., 2024), (Arrahmi et al., 2025), and (Nawati et al., 2024). In addition, the findings of Kuncahyono (2018) and Musdalifah (2025) demonstrated that e-modules could support learning by providing interactive and practical digital learning materials for elementary school students. Their studies showed that the use of e-modules received positive responses from teachers and students and enhanced student engagement in the learning process. However, there has been no research that specifically integrates *Tri-Nga* values into an English e-module for fourth-grade elementary school students, particularly one that focuses on speaking skills and vocabulary mastery through technology-based interactive activities such as embedded links containing online worksheets, online quizzes, online games, learning videos, and projects in each chapter. Therefore, the novelty of this research lies in the development of an English e-module that integrates *Tri-Nga* character values with interactive digital features as a contextual learning medium for fourth-grade elementary school students.

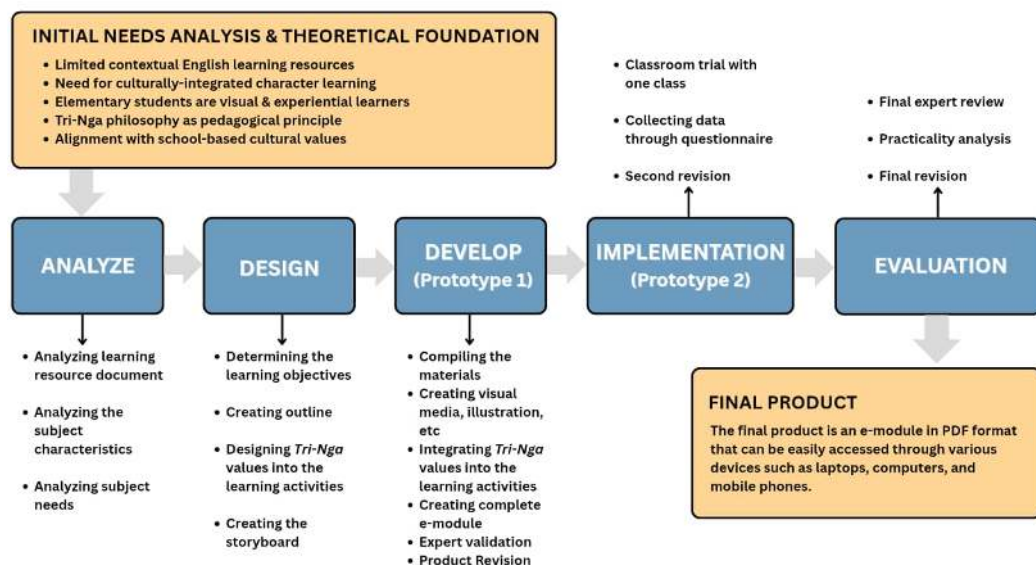
Therefore, this research addresses the identified gap by developing an English e-module that integrates *Tri-Nga* values and interactive digital learning activities as a learning medium for fourth-grade elementary school students.

2.3 Product Development Framework

In this study, the development model used is ADDIE (Analyze, Design, Development, Implementation, and Evaluation). This model serves as the framework for developing the English e-module, which integrates *Tri-Nga* (*Ngerti*, *Ngrasa*, and *Nglakoni*) values into its content and learning activities rather than into the ADDIE process itself.

To visualize the conceptual framework underlying the development of the English e-module, Figure 2.1 presents the framework of this study. This framework serves as a logical bridge between the theoretical foundations, problem identification, and the systematic stages of the ADDIE Research and Development (R&D) model. Furthermore, it illustrates how *Tri-Nga* values are integrated into the content and learning activities of the English e-module as the final product.

Figure 2.1 Product Development Framework



This framework illustrates the logical relationship among the needs analysis, theoretical foundations, and product development stages. It also demonstrates how *Tri-Nga* values are integrated as the guiding principles in the design of the e-module content and learning activities.

2.3.1 Analysis Phase

This phase identifies the gaps in English language learning at the elementary school level, including the lack of interactive learning materials and the need for more engaging and hands-on learning experiences. The analysis also examines students' characteristics and the English textbooks used in the classroom to identify relevant, authentic, and appropriate learning materials for the development of the e-module.

2.3.2 Design Phase

Based on the results of the analysis, this phase formulates the learning objectives, content organization, and overall structure of the e-module. A key aspect of this phase is the integration of *Tri-Nga* values (*Ngerti*, *Ngrasa*, and *Nglakoni*) into each learning activity and content component. The learning materials and activities are designed to enable students not only to understand the content (*Ngerti*), but also to internalize its values (*Ngrasa*) and apply their knowledge through meaningful practice (*Nglakoni*). In addition, various interactive features, such as learning videos, online worksheets, quizzes, games, and project-based activities, are incorporated to support student engagement and facilitate meaningful learning experiences.

2.3.3 Development Phase

This phase involves the development of the e-module prototype based on the design specifications established in the previous phase. The prototype is then evaluated through expert validation involving material, media, and language experts. The validation process aims to ensure the feasibility, quality, and appropriateness of the e-module in terms of content, design, language use, and the integration of *Tri-Nga* values. Feedback and suggestions provided by the experts serve as the basis for revising and improving the e-module before it proceeds to the implementation phase.

2.3.4 Implementation Phase

This phase involves the implementation of the developed e-module through preliminary and main field trials. The preliminary trial is conducted to evaluate the practicality of Prototype 1 and identify areas that require improvement. Based on the feedback obtained, revisions are made to produce Prototype 2. Subsequently, the main field trial is conducted to evaluate the practicality and user responses toward the revised e-module. The data collected from teachers and students provide valuable information for further refinement of the product.

2.3.5 Evaluation Phase

This final phase synthesizes the entire development process. The validity and practicality data serve as the basis for determining the

feasibility of the English e-module and addressing the first research question concerning its validity and practicality. In addition, the overall development process provides the basis for answering the second research question regarding the development of the English e-module integrating *Tri-Nga* values. Through this phase, the strengths and areas for improvement of the developed product can be identified to ensure its suitability for use in English learning.

Further details regarding the research design, procedural stages, instruments, and data collection and analysis techniques were described in the next chapter.

CHAPTER III

RESEARCH AND DEVELOPMENT

This chapter describes the research methodology used to develop the English e-module integrating Tri-Nga values for fourth-grade elementary school students. It presents the development model, research setting and participants, and the procedures of product development based on the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation phases. This chapter also explains the types of data, research instruments, data collection techniques, data analysis procedures, product trial design, and the specification of the developed product

3.1 Development Model

This research used a research and development (R&D) method that focused on the development and validation of English e-modules that combine the values of *Tri-Nga*, namely *Ngerti*, *Ngrasa*, and *Nglakoni*. This project involved the development of e-modules using the ADDIE model which has five stages, namely Analysis, Design, Development, Implementation, and Evaluation proposed by Branch (2009). This model was chosen for the development of the e-modules created, starting from the process of adaptation, formulation, creation, and preparation of the concept and content of the e-module.

There were formative evaluations for every stage of the ADDIE model, where evaluation for product improvement and adjustment of the product took place. Product testing for this research involved a small-scale test, where a class involved in the Implementation stage, followed by modifications in the Evaluation stage.

3.2 Setting and Participant

This research took place in the fourth-grade elementary school second semester of the 2025/2026 academic year. This school was chosen because it had sufficient facilities to support the development and implementation of the e-module. The research participants consisted of different groups of people.

The main participants of this study were fourth-grade elementary school students, who served as the users of the developed e-module. The trials involving these participants were conducted in two stages. The first stage was the preliminary trial, which involved five students and aimed to evaluate the readability of the e-module, the clarity of the instructions, and students' initial responses to its appearance and features. The second stage was the main field trial, which was conducted in one fourth-grade class consisting of 10 students. This trial aimed to evaluate the practicality of the e-module when used in an actual learning setting.

The second participant was the classroom teacher, who served as the facilitator during the implementation of the e-module in the classroom. The teacher was responsible for conducting the learning activities using the e-module and providing feedback regarding its practicality and usability.

In addition, the study involved material, media, and language experts who served as product validators. Their role was to evaluate the feasibility of the e-module before it was implemented in the student trials. These validators consisted of individuals with relevant expertise in English education, instructional media, and language, including English teachers and university lecturers.

3.3 Procedure of Development

The model used is the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model. The following is a description of the five stages.

3.3.1 Analyze

The Analysis phase was conducted to identify the needs, problems, and existing conditions of English language learning at the school prior to the development of the e-module. This phase was divided into three main components.

1. Materials and Curriculum Analysis

In this section, an analysis of the *English for Nusantara Kids Grade 4 textbook*, the *My Next Word for Elementary School Grade 4 textbook*, and the curriculum used at the school was conducted. The analysis aimed to identify the characteristics, strengths, and limitations of the existing teaching materials, including the limited opportunities for real-life language practice and the absence of integrated *Tri-Nga* values. The findings of this analysis served as the basis for designing supplementary teaching materials that were more interactive, contextual, and aligned with students' learning needs.

2. Student Characteristics Analysis

The characteristics of fourth-grade students were analyzed based on Piaget's cognitive development theory and Vygotsky's sociocultural theory. According to Piaget, children aged 9–10 years are in the concrete operational stage, during which they understand

concepts more easily when presented through concrete examples, visual representations, and meaningful learning experiences. Therefore, learning materials for this age group should incorporate pictures, real-life contexts, and interactive activities.

In addition, Vygotsky's sociocultural theory was used to understand how students learn through social interaction and collaboration with teachers and peers. This analysis highlighted the importance of providing learning activities that encourage active participation, communication, and guided learning experiences. The findings of the student analysis served as the basis for designing an English e-module that was appropriate to the students' developmental characteristics and learning needs.

3. Teacher Needs Analysis

A teacher needs analysis was conducted through an interview with the fourth-grade classroom teacher to identify the challenges and needs in English language learning. The results showed that the school did not have a dedicated English teacher, and English lessons were taught by the classroom teacher. The teacher reported that the available teaching materials were mainly limited to textbooks and worksheets, which provided limited opportunities for students to practice English in meaningful contexts.

In addition, the teacher expressed the need for more interactive and engaging learning materials that could support students' participation and motivation during the learning process. The teacher also

highlighted the importance of providing learning resources that integrate various activities, such as videos, games, quizzes, and projects, to make English learning more enjoyable and meaningful for students.

Furthermore, the teacher stated that the learning materials should be easy to use and suitable for elementary school students' characteristics. Therefore, an English e-module integrating *Tri-Nga* values and interactive digital activities was considered necessary to support English language learning in the classroom.

3.3.2 Design

At the design stage, the preparation of the e-module framework is carried out systematically. The researcher formulated 6 main components at this stage. Formulating Learning Outcomes, Determining Learning Objective, Developing Learning Indicators, Designing Assessments Plan, *Tri-Nga* Integration Techniques, and Storyboard. This preparation is carried out because the researcher must first determine the goal of achievement in the learning outcome and then make a sketch of the display at the end. The e-module design stage includes the following activities:

1. Learning Outcomes

The preparation of this learning outcomes aimed to integrate the concept of *Tri-Nga* (*Ngerti, Ngrasa, Nglakoni*) with the theory of Bloom Taxonomy (Cognitive, Affective, Psychomotor). The study

limited the cognitive level to C1-C3, affective to A1-A3, psychomotor P1-P3 which was adjusted to the characteristics of fourth-grade elementary school students as young learners who were at the pre-A1 level where they were still at the low order level of thinking skills. Learning outcomes adapted to the theory of Revised Bloom's Taxonomy by Krathwohl and Anderson (2001).

Table 3.1 The theory of Bloom's Taxonomy

<i>Tri-Nga</i> Concept	Bloom's Taxonomy (Cognitive)	Learning Outcomes
<i>Ngerti</i>	C1 (Remembering) Recall, Name, Describe	Students can recall vocabulary and expressions. Students can name then describe the vocabularies and expressions with correct pronunciation.
	C2 (Understanding) Explain	Students are able to understand and explain the meaning of the vocabulary and expressions learned.
<i>Ngrasa</i>	A2 (Responding) Answer, Greet	Students are able to respond to the instructions in the e-module with enthusiasm. Student will actively participate, contributing in thoughtful feedback.

	A3 (Valuing) Demonstrate, Explain	Students find the material learned useful or relevant to their daily lives.
<i>Nglakoni</i>	C3 (Applying) Use, Apply	Students are able to use the vocabulary and expressions they have learned to conduct conversations.
	P2 (Set) Proceed, Show	Students process the project given at the end of the chapter and students are able to show the results of their projects.

2. *Tri-Nga* Integration Technique

Incorporation techniques are needed in integrating *Tri-Nga* values into e-modules. The following is a technique to integrate the value of *Tri-Nga* (*Ngerti*, *Ngrasa*, *Nglakoni*) with materials included in the e-module, such as vocabulary introduction to project speaking.

Table 3.2 *Tri-Nga* Integration Technique

<i>Tri Nga</i> Stages	Integration Techniques
<i>Ngerti</i>	The concept of <i>Ngerti</i> (understanding) aims to make students know, understand, and identify language. This concept is integrated in the form of vocabulary introduction along with

	supporting pictures, dialogue that is in accordance with the theme of the chapter, and there are also reading and repeat activities.
<i>Ngrasa</i>	The concept of <i>Ngrasa</i> (feeling) aims to help students relate the material to the student's personal experience and self-reflection. This concept is integrated with reflective questions such as "Have you ever done this? Tell us about your experience" This will generate personal responses related to what they experienced. Students can also show self-expression through the pictures in the column provided.
<i>Nglakoni</i>	The concept of <i>Nglakoni</i> (doing) aims to make students better understand the material that has been learned through practices such as roleplay, mini projects, speaking tasks, and mission-based projects.

3. Format Storyboard

This Storyboard format was an initial set of guidelines in the process of developing the display and learning flow in the e-module. The storyboard is designed to describe the order of the e-module's pages, the arrangement of the learning content, as well as the visual and illustration elements used in each section.

Each section has the same structure starting from the introduction of the material to the practice of using the language and also the project. The font used was same as in each section, the embedded links that installed videos, worksheet and links to quizzes or online games. The creation of this Storyboard format made the development of e-modules more well-organized and also systematic.

Table 3.3 E-module design storyboard

Components	Design Description
Structure Section	The e-module consist of six sections in one chapter: Let's Learn, Let's Watch, Let's Do It, Let's Create, Let's Play, Let's Reflect
Navigation	The e-module systematically arranged in accordance with the Merdeka Curriculum. 1. General Information: Module title, educational unit, phases and classes, subjects, general description of modules, identity of the author. 2. Learning Outcomes and Objectives 3. Learning Activities: Allocation of lesson hours, number of meetings, learning model (online, offline, or mixed). 4. Meeting Details:

	Success indicators, starter questions, teaching materials, material attachments, assessment plans, worksheets/exercises/ assessments, reflection instruments.
Color Palette	The e-module use bright colors and also warm colors such as green, blue, yellow. Colors were adjusted to contrast with each other. The color palette is taken from Canva.
Font	The e-module use several different fonts. 1. Headline: Lilita One 2. Chapter: Chewy 3. Sub-Chapter: Comic Sains 4. Contents of the material: Comic Sains
Illustration	The illustrations used were in the form of cartoon images that were adjusted to the vocabulary or situations presented. The illustrations were created using ChatGPT's AI technology.
Embedded Links	The links embedded in the e-module are in the form of YouTube video links that match the material, online worksheet links, online games and quizzes

	links, and online learning reflection links.
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3.3.3 Development

In the Development phase, several activities were carried out to transform the design specifications into a functional e-module. This phase involved the development of the prototype, expert validation, and product revision. The activities conducted in this phase are described as follows.

First, the researcher collected materials used according to the design into an e-module. Second, created visual media and illustrations using ChatGPT, looking for learning videos, looking for practice questions that were suitable for fourth-grade students and made it in the online worksheets form, quizzes and online games whose links embedded in the e-module to make it easier to access. Third, integrating the values of *Tri-Nga* (*Ngerti*, *Ngrasa*, *Nglakoni*) into e-module activities such as understanding the meaning of material (*Ngerti*), reflecting feelings/situations (*Ngrasa*), role-playing and dialogue (*Nglakoni*). Fourth, the researcher created a complete e-module in PDF format. Fifth, the e-module was validated by material, media, and language experts. Finally, product revisions were made based on the suggestions provided by the validators, resulting in Prototype 1, which was tested during the implementation phase.

3.3.4 Implementation

During the implementation phase, two trials carried out, namely the preliminary trial (Prototype 1) and the main field trial (Prototype 2) on a class of fourth-grade students.

First, a preliminary trial conducted on 5 fourth-grade students by their English teachers. This trial aimed to find out the initial response of students to the e-module, see its ease of use and find the shortcomings of the product. After this limited trial is conducted, the researcher collected data through practicality questionnaires administered to the teacher and the students. The results of the preliminary trial used to revise the e-module into prototype 2.

Second, the main field trial was carried out to test Prototype 2 on grade 1 students (10 students) fourth-grade. This trial aims to determine the feasibility of the English e-module. After the trial was carried out, the researcher collected data through a questionnaire of teachers and students to assess the practicality and feasibility of the e-module. The results of the evaluation served as the basis for improving the e-module.

3.3.5 Evaluation

Evaluation was carried out formatively at each stage of the ADDIE model and summatively during the final product trial. The evaluation phase included assessments conducted by material, media, and language experts. Subsequently, questionnaires were administered to the teacher

and students to assess their satisfaction. The result was the final product.

3.4 Types of Data

This research was a Research and Development (R&D) study that used both qualitative and quantitative data. Qualitative data were obtained from comments, feedback, and suggestions provided by experts and users, while quantitative data were obtained from the results of the assessments on the validation sheets and practicality questionnaires. Both types of data were used to assess the feasibility of the product and improve the developed e-module.

3.5 Research Instruments

The instruments used in the data collection process in this study are non-test instruments consisting of document analysis, teacher interviews, questionnaires, and validation sheets. All instruments were used to collect data containing supporting information to refine the e-module. The information obtained can help the development of this e-module to meet the needs of students' English language learning. The following table lists the instruments used in the study.

Table 3.4 Instruments Used in Research

Research Stage	Instruments used
Analyze	Unstructured interview (Fourth-Grade English Teacher of Elementary school) → was carried out to explore the needs of teachers, learning obstacles, and the use of existing books.

	- English Elementary School <i>English Book for Nusantara Kids Grade 4</i> (Ministry of Education and Culture, 2022) → This is an English book from the Ministry of Education and Culture used by fourth-grade elementary school students in Indonesia. - English Elementary School <i>My Next Word for Elementary School Grade 4</i> (Ministry of Education and Culture, 2021) → Analysis is carried out on this book to find out the shortcomings and this book is also a reference for the material used.
Design	- Blueprint component module → Functions to design content flow. - Storyboard → Contains page sketches and order of materials. - Design conformity checklist → serves to check the suitability of the design with the learning objectives.
Development (prototype 1)	Final Product: - Complete e-module (Prototype 1) Validation Sheet: - Material expert validation sheet → uses a 4-point Likert scale to assess the suitability of the material and the accuracy of the content.

	• Media expert validation sheet → uses a 4-point Likert scale to assess visual appearance, navigation, and media feasibility. • Linguist validation sheet → uses a 4-point Likert scale to assess language appropriateness and structural correctness. • These validation sheet adapted from BSNP (National Education Standards Agency) Textbook Evaluation Criteria.
Implementation (prototype 2)	• The teacher practicality questionnaire → Assess the usability, classroom implementation, support for teaching and learning, and efficiency by teachers. The practicality questionnaire was adapted from Nieveen (1999) criteria focusing on ease of use, clarity, and feasibility in classroom implementation. • Student questionnaire (smiley scale) → Assess practicality and attractiveness for students.
Evaluation	• Final product eligibility questionnaire → assess the final feasibility of the module from the aspects of material, media, and language (Likert 4 points). These questionnaires adapted and formulated based on validation sheet.

	• Teacher and student satisfaction questionnaire → assess the level of satisfaction during the use of the module. • Documentation → Documentation of the development and trial process (photos, field notes) to support Research data.
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3.6 Data Collection

In this study, the data collection technique was carried out through several stages in accordance with the ADDIE development model, namely interviews, document analysis, expert validation sheets, and student response questionnaires. The data collection technique is described as follows:

3.6.1 Analysis of *English for Nusantara Kids Grade 4 and My Next Words Books*

The researcher conducted an analysis of the *English for Nusantara Kids* book as the first step for the researcher to identify the book's shortcomings and use it as a reference in developing the e-module.

3.6.2 Teacher Interviews

Interviews were conducted with teachers at the final analysis stage to obtain professional feedback regarding the practicality and suitability of the developed e-module for elementary English learning.

3.6.3 Expert Validation to Assess Product Feasibility

The validation sheet was used at the development stage to obtain assessments, suggestions, and recommendations from experts, including

material experts, media experts, and linguists. The results of this validation are used to revise the product, resulting in a better prototype suitable for testing.

3.6.4 Questionnaire to Students and Teacher at the Implementation Stage

Questionnaires were administered during the Implementation and Evaluation stages to determine the practicality, attractiveness, and usefulness of the developed e-module.

Through a combination of interviews, document analysis, expert validation, teacher and student responses, the data obtained is expected to provide comprehensive information regarding the feasibility of the developed product before its wider implementation.

3.7 Data Analysis

Based on the types of data used, namely qualitative and quantitative data, two types of data analysis were carried out: qualitative and quantitative analyses.

3.7.1 Qualitative Data Analysis

Qualitative data obtained from comments, inputs, and suggestions from experts and users is analyzed descriptively to determine product revisions.

3.7.2 Quantitative Data Analysis

Qualitative obtained from the results of the assessment on the validation sheet and the practicality questionnaire. Data from the questionnaire was calculated using the percentage formula:

$$PK = \frac{Skor\ diperoleh}{skor\ maksimal} \times 100\%$$

Information:

PK: Percentage of Validity (Sugiyono, 2013)

Obtained Score : Total score given by the validator

Maximum Score : Maximum possible score of the validation

This table used as a reference to determine the feasibility level of validation results from material experts, media experts, and language experts, as well as product trials at each stage.

Tabel 3.5 Assessment Results Eligibility Table

Percentage	Category
81-100%	Very Feasible
61-80%	Feasible
41-60%	Fairly Feasible
21-40%	Less Feasible
< 20%	Not Feasible

3.8 Product Trial Design

The product trial in this research was carried out in a two-stage process, which involved a preliminary field test and a main field test. These two approaches are meant to test the feasibility, practicability, and attractiveness of the developed e-module before it can be manufactured as a product.

3.8.1 Preliminary Field Trial

In the preliminary field trial, a small-scale trial was conducted to determine the initial responses of the students and the teacher to the use of the e-module, identify the product's weaknesses, and assess its initial practicality before conducting a larger-scale trial. The results of this trial were used as the basis for revising the product to make it more suitable for use in the next stage.

The researcher involved five fourth-grade students as the subjects of the study for one session lasting 35–40 minutes. Several activities were carried out at this stage. First, the students completed the activities in the e-module. Second, the teacher observed whether the students could understand the instructions, access the embedded links, and follow the sequence of activities in the e-module. Finally, the teacher provided feedback to the researcher for product revision.

The researcher used two questionnaires as the research instruments, each serving a different function. First, a teacher practicality questionnaire which contains practicality, ease of understanding, and ease of application. Second, the student practicality questionnaire is in the form of a smiley scale which contains practicality of use and attractiveness. Product revisions were made to Prototype 1, resulting in Prototype 2, which was ready for testing on a larger scale.

3.8.2 Main Field Trial

After Prototype 2 was revised, a field test was conducted to evaluate the practicality of the e-module in a real-world environment. The subject

to be used here is a class of fourth-grade students consisting of 10 students. The duration needed is one to two meetings according to the allotted study time.

Several activities were carried out during the main field trial. First, the teacher used the e-module in the learning process. Second, the students completed the tasks in the e-module individually and in groups according to the instructions and content of the module. Third, observations were made to record the students' interactions, the usefulness of the e-module, and their responses to its content.

The instrument to be used is a final product feasibility questionnaire that requires a material, media, and language feasibility assessment. Second, a questionnaire of teacher and student satisfaction with the e-module used. The output was in the form of a final evaluation of the e-module to determine its feasibility and whether it could be used in the learning process.

3.9 Product Specification

The product specifications of the English e-module integrating Tri-Nga values were divided into two parts, namely the product form and the product content.

The descriptions of both were explained in detail as follows.

3.9.1 Product Shape

This section includes the e-module format, visual illustrations, embedded links containing learning videos, worksheet online, game and

online quiz, and the components within the e-module. The following are the formats and components within the e-module.

1. PDF interactive e-module

The e-modules developed by the researchers in PDF format and can be easily accessed through various digital devices such as mobile phones, laptops, and computers. This format allows the module to be easily accessed anywhere and anytime. This is also the reason why researchers choose schools with good digital facilities.

2. Visual illustration of color

The visual illustrations and colors used in this e-module are selected using bright and attractive colors, according to the characteristics of elementary school students. This aligns with the findings of Dzulkifli and Mustafar (2013), who explained that color can increase attention and aid memory processes because it has great potential to attract users' focus. In fact, colorful multimedia presentations have been shown to generate higher levels of attention than colorless displays. Furthermore, warm colors such as yellow, red, and orange have been found to be more effective in attracting attention than cool colors (Greene et al., in Dzulkifli and Mustafar, 2013).

3. Embedded Links

This e-module contains video links, online worksheets, quizzes and online games, as well as students' online reflections that are embedded in the e-module. Students can access it without having to enter the relevant website.

4. Dialogue, games, and role play

Dialogue, games, and role-play activities are used to create authentic and enjoyable communication experiences for students. Richards & Rodgers (2014) emphasize that language learning will be more effective when students are engaged through real-life communication activities such as dialogue. Ladousse (1987) explains that roleplay is an effective language learning activity because it provides language practice experiences in contexts that resemble real life. Through roleplay, students can explore language use more naturally and practice how language interactions occur in various situations. Furthermore, according to Wright et al. (2006), the use of games in language learning has been shown to increase motivation and enhance language comprehension more naturally.

3.9.2 Product Content

This e-module has six sections within one chapter. Integration of learning activities with *Tri-Nga* values based on the *Tri-Nga* Integration Technique which has been explained in Table 2. at the design stage. Here is a description of each section.

Table 3.6 Sections in E-Modul

Section E-Modul	Learning Activity	<i>Tri-Nga</i> Value Integration
Let's Learn	• Introduction of vocabulary according to the theme. This is taken from Sweller's theory	<i>Ngerti</i>

	(1988) on Extraneous Cognitive Load, which refers to the mental load that arises from poor/complicated instructional design (how material is presented). Therefore, the researchers decided to place vocabulary introduction at the beginning to reduce the mental load when moving on to conversations or short stories. • Visual illustration of vocabulary. • Examples of expression. • Examples of vocabulary use in simple sentences and dialogues.	
Let's Watch	• Watch learning videos. • Listening exercises (<i>circle/match what you hear</i>).	<i>Ngerti</i>
Let's Do It	• Multiple-choice exercises. • Short essay. • And other forms of practice questions.	<i>Ngerti - Ngrasa</i>
Let's Create	Drawing or creating simple works according to the theme/material being studied	<i>Ngrasa - Nglakoni</i>
Let's Play	• Digital games (Quizizz, Wordwall, Kahoot) • Physical games (Treasure Hunt, Tic-Tac-Toe)	<i>Nglakoni</i>
Let's Reflect	• Mini missions/projects • Learning reflection	<i>Ngrasa - Nglakoni</i>

The table above is a sample layout of each chapter in the e-module that is being developed. The developed e-module is intended for one

semester use, because according to the research timeline made by the researchers, the first trial activity was carried out in early 2026, specifically in February, while in that month elementary school fourth grade students have entered an even semester or second semester. Therefore, the development of this e-module is focused on material that is relevant to the semester they are currently undergoing.

This e-module contains 6 chapters, the topics used are adjusted to the learning outcomes of Phase B in the Merdeka Curriculum and taken from the main textbook *My Next Word Grade 4* by the Ministry of Education, Culture, Research, and Technology. The topics that were discussed were Be on Time, I Go to School After Having Breakfast, He Always Gets Up at 5 O'clock, How Do You Go to School, He Goes to School by Bike. Each chapter contains six sections where each chapter is designed to be completed in 2-3 meetings.

The researcher considered the allocation of English learning time in elementary schools, which is standard for 1 meeting, which is carried out for 2 JP or 70 minutes. So, if you want to complete all the sections in one chapter, at least 2-3 meetings are needed according to the level of difficulty of the topic being discussed.

CHAPTER IV

RESULT OF THE DEVELOPMENT

This chapter discusses the results of the development of the English e-module integrating Tri-Nga values for fourth-grade elementary school students. It consists of two main sections based on the research questions. The first section describes the development process of the e-module using the ADDIE model, while the second section presents the evaluation results of the developed product, including its validity, practicality, teacher and students' satisfaction, instructional appropriateness, and product revisions.

4.1 Development Process

This section presents the development process of the English e-module integrating Tri-Nga values for fourth-grade elementary school students. The development was carried out using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage is described to illustrate how the e-module was systematically developed from the initial needs analysis to the production of the final product. Each stage of the ADDIE model is presented to explain how the e-module was systematically developed from the preliminary investigation until the final product was produced.

4.1.1 Result of the Preliminary Investigations

The preliminary investigation aimed to identify the learning conditions, teachers' needs, students' characteristics, and existing learning materials used in fourth-grade English learning. The data were collected through an unstructured interview with the fourth-grade

classroom teacher of SDN Bareng 4. Based on the results of the interviews, SDN Bareng 4 has not had a dedicated English teacher for the past two years. As a result, English lessons are taught by fourth-grade classroom teachers. The teacher explained that English teaching relies on worksheets (LKS) and the *My Next Word* digital textbook that is displayed in front of the class using a projector as material explanation. As a result, learning activities tend to focus on completing written exercises rather than developing students' speaking and listening skills, this causes students to get bored easily. Therefore, teachers need learning materials that provide clear explanations and can support the teaching process effectively.

The interview also revealed that students generally had no difficulty understanding simple vocabulary related to daily activities and objects. However, students experienced difficulties when learning more complex topics, particularly telling time or learn to use the vocabulary they learned into a sentence. The teacher admitted that several topics was often skipped because of limited explanations provided in the teaching materials.

Regarding language skills, students showed better performance in reading and writing than in listening and speaking. This is because class activities focused primarily on written exercises rather than listening and speaking practice. Therefore, teachers stated the need for learning materials that provide:

- Clear written explanations.

- Interactive learning activities.
- Educational games.
- Speaking and listening practice opportunities.
- Materials that can be used independently by students.

Regarding technological readiness, the interview findings showed that SDN Bareng 4 has a computer laboratory and other facilities that support digital learning. Nevertheless, English instruction is typically carried out in the classroom using a projector to present materials. The teacher also explained that fourth-grade students are permitted to bring smartphones for educational purposes. Therefore, the existing facilities and students' access to digital devices provided a favorable environment for the implementation of an interactive English e-module. Based on these findings, the researcher concluded that an interactive English e-module was needed to support English learning and provide more engaging activities for fourth-grade students.

4.1.2 Designing the Product

During the design phase, the researcher developed a blueprint and storyboard to serve as the foundation for the e-module development. The storyboard had been prepared in Chapter III (Table 3.3 E-module design storyboard) and was used as a guideline for organizing the content, learning activities, visual elements, and navigation of the e-module.

The e-module was designed based on the Learning Outcomes (CP) for fourth-grade elementary school students in the Merdeka Curriculum. It

integrates *Tri-Nga* values throughout the learning activities and covers five topics taught in the second semester. The structure of each section follows the same learning sequence and consistently integrates the values of *Ngerti*, *Ngrasa*, and *Nglakoni*.

In addition to preparing the blueprint and storyboard, the researcher also designed the overall appearance and technical structure of the e-module. This included selecting child-friendly fonts and color schemes, designing page layouts, organizing navigation between sections, and planning the integration of interactive digital learning activities. The researcher also planned the placement of embedded links and QR codes to provide easy access to learning videos, online quizzes, and other digital resources. Canva was used to create the visual design of the e-module, ensuring that the layout was attractive, easy to navigate, and appropriate for fourth-grade elementary school students. The blueprint of five chapters can be seen in appendix 2. Here's an example of a blueprint for one chapter in the e-module:

Table 4.1 E-Module Design Blueprint

TOPIC: BE ON TIME		
LEARNING OBJECTIVES	<i>TRI-NGA</i> VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. - Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti	Section: Let's Learn → Vocabulary Introduction and Explanation.

	Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc. Let's Create → Drawing or creating simple works according to the theme/material being studied. Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and Physical games (Treasure Hunt, Tic-Tac-Toe, etc). Let's Reflect → Mini missions/projects and Learning reflection.
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The researcher designed the values of *Tri-Nga* into the e-modules to ensure that the learning activities reflect the educational philosophy of Ki Hadjar Dewantara. *Ngerti* (Understanding) is combined through the Let's Learn and Let's Watch section, which provide vocabulary introductions,

material explanations, learning videos, and listening activities to help students understand the learning content. *Ngrasa* (feeling) is presented through the Let's Do It, Let's Create, and Let's Reflect section, where students are encouraged to deepen their understanding through exercises, creative assignments, and reflection activities that connect the learning material to their personal experiences. Meanwhile, the value of *Nglakoni* (doing) is implemented through the sections of Let's Create, Let's Play, and Let's Reflect. These sections include various hands-on activities, such as creating simple projects, participating in digital and physical games, completing mini-missions, and carrying out project-based tasks that enable students to apply the knowledge they have learned in meaningful situations. This systematic integration ensured that every learning activity supported not only students' English language development but also the internalization of Tri-Nga values throughout the e-module.

4.1.3 Developing the Product

During the development phase, the blueprint and storyboard prepared during the design stage were transformed into a complete English e-module. At this stage, the researcher developed the initial draft of the e-module by integrating the learning content, visual design, multimedia resources, and interactive digital learning activities into one complete product. After the initial draft had been completed, it was submitted for expert validation. The validators' feedback was then used as the basis for revising the e-module before it proceeded to the implementation stage.

The completed initial draft was referred to as Prototype 1 before being submitted for expert validation.

1. Developing the Initial Draft

After the blueprint and storyboard had been completed, the researcher began developing the initial draft of the English e-module. The researcher first compiled the learning materials, vocabulary, dialogues, exercises, projects, and reflection activities based on the predetermined learning objectives and chapter topics. The visual appearance of the e-module was then designed using Canva, while several illustrations were generated using ChatGPT to create attractive and age-appropriate learning materials for fourth-grade elementary school students.

To support interactive learning, multimedia resources and digital learning activities were integrated into the e-module. Learning videos and audio materials were embedded through YouTube links, while online worksheets were created using Wizer.me. Digital quizzes and educational games were developed using Quizizz and Wordwall, and their links were embedded directly into the e-module to allow students to access all learning resources from a single platform.

Furthermore, the values of *Tri-Nga* (*Ngerti*, *Ngrasa*, and *Nglakoni*) were systematically integrated into every learning unit. The learning activities were organized into several sections, namely Let's Learn, Let's Watch, Let's Do It, Let's Create, Let's Play, and Let's Reflect, following the blueprint developed during the design stage. As a result

of this process, the first complete version of the English e-module was successfully developed as the initial draft before being submitted for expert validation.

Figure 4.1 Initial Draft of the English E-Module



2. Expert Validation and Revision

After the initial draft of the English e-module had been completed, it was referred to as Prototype 1 and submitted to a material expert, a media expert, and a language expert for validation. The purpose of the expert validation was to evaluate the appropriateness of the e-module in terms of content, media design, and language before it was

implemented in the classroom. The validation process also aimed to identify weaknesses of the developed product and provide suggestions for improvement.

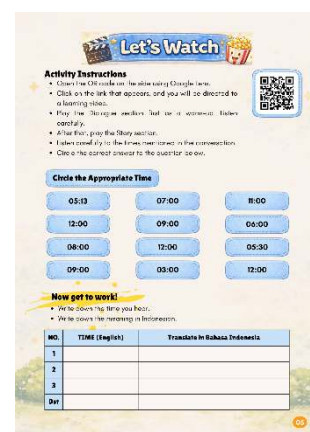
Based on the validation results, several revisions were made to improve the quality of the e-module. The material and media experts suggested that the learning activities should be more digitally interactive. In the initial version, several exercises still required students to write their answers in the printed module, which limited the digital learning experience. Therefore, the exercises were redesigned into online worksheets using Wizer.me, while videos, quizzes, and educational games were embedded directly into the e-module through interactive links. Meanwhile, the language expert suggested simplifying several explanations because they were considered too difficult for fourth-grade elementary school students. The researcher revised the language by using simpler vocabulary and shorter sentences to improve readability and comprehension.

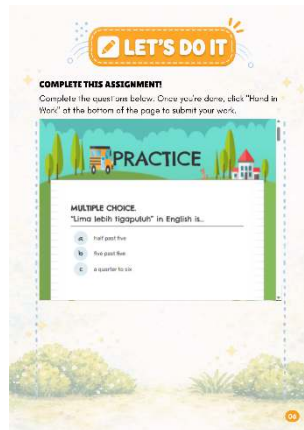
Figure 4.2 Examples of Revision Based on Expert Validation

BEFORE REVISION



AFTER REVISION





The revisions made based on the experts' suggestions improved the quality, interactivity, and readability of the developed e-module. These improvements prepared the e-module for the implementation stage, where its practicality would be evaluated through field trials. The revised version of Prototype 1 was then prepared for implementation in the preliminary field trial.

4.1.4 Product Implementation

After Prototype 1 had been revised based on the experts' feedback, the improved version was referred to as Prototype 2. This revised prototype was then implemented in the main field trial to evaluate its practicality and usability. The implementation phase consisted of two stages, namely the preliminary field trial and the main field trial. The preliminary field trial was conducted to identify weaknesses of Prototype 1 before being revised, while the main field trial aimed to evaluate the practicality of Prototype 2 after revisions had been made. Based on the results of the preliminary trial, the teacher practicality questionnaire, and students'

practicality questionnaire, several aspects of the e-module required improvement. First, the teacher indicated that some explanations in the module were not sufficiently clear and still required assistance from the researcher during the implementation process. Since English lessons at SDN Bareng 4 are taught by the classroom teacher rather than an English teacher, the explanations were revised and simplified to make the content easier to understand and deliver during instruction.

Second, technical difficulties were encountered by the students during the implementation of the e-module. The learning videos were initially embedded in Wizer.me together with the exercises. However, this arrangement caused the videos to appear in a smaller display, making them less visible for students. To address this issue, the videos were removed from Wizer.me and placed directly within the e-module, allowing students to access and view them more clearly.

Furthermore, the technical difficulties affected the flow of the learning process and slightly reduced students' understanding of the material. Therefore, additional revisions were made to improve the clarity of the explanations and ensure that the learning activities could be implemented more smoothly. These improvements were incorporated into Prototype 2 before it was used in the main field trial. The implementation phase involved a small-scale trial conducted at SDN Bareng 4.

Based on the revisions made to Prototype 1, the researcher developed Prototype 2 and implemented it in the main field trial. The teacher completed the same practicality questionnaire used in the preliminary

trial to ensure consistency in the evaluation process. Using the same indicators enabled the researcher to compare the practicality results before and after the revisions and determine whether the improvements enhanced the usability of the e-module.

The results of the teacher practicality questionnaire indicate that the revisions successfully address the issues identified during the preliminary trial. The teacher no longer reports difficulties related to the clarity of the learning materials or the placement of the learning videos. The revised explanations are considered easy to understand, while relocating the videos from Wizer.me to the e-module improves students' access to the learning content and supports a smoother learning process. However, the teacher still requires minor assistance when logging into the Wizer.me platform. Despite this issue, the teacher was able to use the e-module effectively and reported that it was practical and suitable for classroom implementation. The results of both trials indicated that the revisions successfully improved the practicality and usability of the developed e-module before proceeding to the evaluation stage.

4.1.5 Product Evaluation

The evaluation phase focused on determining whether the developed e-module had met the expected quality and feasibility standards before it was finalized as the final product. This phase aimed to evaluate the overall quality and feasibility of the developed English e-module integrating Tri-Nga values. The evaluation was carried out through the

Teacher Satisfaction Questionnaire and the Final Product Eligibility Form.

The Teacher Satisfaction Questionnaire was administered to obtain the teacher's perceptions regarding the usability, effectiveness, and overall quality of the e-module. Meanwhile, the Final Product Eligibility Form was used to determine whether the developed product met the criteria of a suitable English learning material for fourth-grade elementary school students.

The results obtained from the evaluation instruments were reviewed to identify the strengths and remaining limitations of the e-module. Based on these results, the researcher concluded that the developed e-module was appropriate for use as an interactive English learning material. Therefore, the final version of the English e-module integrating Tri-Nga values was produced as the final product of this study. This final product became the outcome of the entire development process carried out using the ADDIE model.

4.2 Evaluation of the Developed English E-Module

This section presents the evaluation results of the developed English e-module integrating Tri-Nga values. The evaluation includes the results of expert validation, product try-out, teacher and students' satisfaction, instructional appropriateness, and product revisions. These results were used to evaluate the quality and feasibility of the developed e-module as an English learning material for fourth-grade elementary school students.

4.2.1 The Validity of the English E-Module

The validity of the English e-module was evaluated by three experts, which are a material expert, media expert, and a language expert. The validation process was conducted during the development phase to determine the appropriateness of the e-module before its implementation in the classroom. The expert assessed the e-module using validation instruments developed based on the BSNP criteria. The result of the validation was used to identify the strengths and weaknesses of the product and to provide recommendations for improvement. The validity score was calculated using the following formula:

$$PK = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

PK : Percentage of Validity (Sugiyono, 2013)

Obtained Score : Total score given by the validator

Maximum Score : Maximum possible score of the validation

1. Material Validation

Material validation is carried out to measure the feasibility of the material in the e-module before it is implemented in the classroom. Validation is carried out by material experts using material validation sheet which contains 15 aspects related to content relevance, content accuracy, learning support, affective engagement, skill practice, and contextualization. The results of the material validation are as follows.

Table 4.2 Material Validation Results

Obtained Score	Maximum Score	Percentage	Category
55	60	91.67%	Very Valid

Based on the results of the material validation in Table 4.2, the expert gave a score of 55 out of a maximum score of 60. The overall percentage is calculated using the Percentage of Validity formula (Sugiyono, 2013) with a percentage result of 91.67% which means it is included in the Very Valid category which refers to Table 3.5 Assessment Results Eligibility.

Most indicators show a high score. Several aspects such as Curriculum Alignment, Concept Clarity, Confidence Building, Interaction (encourage participation), and Social Interaction show a score of 3 which means there is still room for development and improvement. Overall, the material in the e-module is very feasible to be implemented in the classroom.

2. Media Validation

Media validation is carried out to measure the feasibility of the media used before it is implemented in the classroom. Validation is carried out by media experts using media validation sheet which contains 20 aspects such as Cover, Design, Title Clarity, Layout Consistency, Color Harmony, Font Readability, Typography Simplicity, Visual Support, Age Appropriateness, Content Organization, Instruction Clarity, Example Before Practice, Language

Accuracy, Embedded Link Functionality, Video Relevance, Interactive Activities, Exercise Variety, Project-Based Activity, Game Integration, Reflection Component, and Overall Attractiveness. The results of the media validation are as follows.

Table 4.3 Media Validation Results

Obtained Score	Maximum Score	Percentage	Category
73	80	91.25%	Very Valid

Based on the results of the media validation in Table 4.3, the expert gave a score of 73 out of a maximum score of 80. The overall percentage is calculated using the Percentage of Validity formula (Sugiyono, 2013) with a percentage result of 91.25% which means that it is included in the Very Valid category which refers to Table 3.5 Assessment Results Eligibility.

The indicator showed that most responses received a score of 4 rather than a score of 3. Several aspects such as Typography Simplicity, Instruction Clarity, Video Relevance, Interactive Activities, Exercise Variety, Project-Based Activity, and also the Reflection Component show a score of 3 which means there is still room for development and improvement. Overall, the media used is very feasible to be implemented in the classroom.

3. Language Validation

Language validation has been carried out by school teachers to measure the feasibility of the language used in the e-module before it

is implemented in the classroom. Validation was carried out by linguists using a language validation sheet which contains 20 aspects related to Age Appropriateness, Clarity of Instructions, Sentence Simplicity, Vocabulary Level, Consistency of Terms, Grammar Accuracy, Readability, Spelling Accuracy, Punctuation Accuracy, Communicative Language, Motivational Tone, Clarity of Examples, Language Appropriateness, Question Clarity, Dialogue Naturalness, Logical Flow, Cohesion, Consistency of Style, Cultural Appropriateness, and Overall Language Quality. The results of language validation are as follows.

Table 4.4 Language Validation Results

Obtained Score	Maximum Score	Percentage	Category
69	80	86.25%	Very Valid

Based on the results of the language validation in Table 4.4, the expert gave a score of 69 out of a maximum score of 80. The overall percentage is calculated using the Percentage of Validity formula (Sugiyono, 2013) with a percentage result of 86.25% which means that it is included in the Very Valid category which refers to Table 3.5 Assessment Results Eligibility.

The indicator showed that most responses received a score of 4 rather than a score of 3. Several aspects such as Age Appropriateness, Clarity of Instructions, Grammar Accuracy (English), Readability, Spelling Accuracy, Punctuation Accuracy, Communicative

Language, Motivational Tone, Language Appropriateness, Question Clarity, and Overall Language Quality showed a score of 3 which means that there is still a lot of development and improvement. Overall, the language used in the e-module is very feasible to be implemented in the classroom.

4.2.2 Result of the Product Try Out

The practicality of the e-module was evaluated through 2 trials, namely the preliminary trial and the main field trial. The researcher gave questionnaires related to the practicality of e-modules to teachers in the form of Likert scale and to students in the form of smiley scale.

1. Preliminary Trial

In the preliminary trial, prototype 1 was tested which had gone through the validation of materials, media, and language. After this trial was completed, the researcher gave a questionnaire on the practicality of the e-module to the teacher and five students as an initial trial. The results of the questionnaire are presented in the following table.

Table 4.5 The Practicality of Prototype 1

Respondent	Obtained Score	Maximum Score	Percentage	Category
Teacher	75	80	93.75%	Very Practical
Students	185	200	92.5%	Very Practical

The table above is the result of a practicality questionnaire from teachers and students. In the teacher questionnaire, the score obtained is 75 out of a maximum score of 80 with a percentage of 91.75%, which means it is in the very practical category. There are five aspects that get a score of 3, namely the use of e-modules without assistance, technical difficulties, students can follow the activities well, students understand the task instruction easily, and helps the teacher explain clearly. Based on the teacher's feedback, the issue occurred because the teacher experienced some difficulties in operating the e-module. Therefore, several revisions were made to improve the usability of the e-module before the main field trial was conducted.

Furthermore, the results of the questionnaire taken from five student respondents who participated in the preliminary trial showed that the score obtained was 185 out of a maximum score of 200 with a percentage of 92.5% which means that it is in the very practical category. The students found the e-module attractive, easy to use, and helpful during the learning process. Most students gave positive responses to the activities, games, instructions, and overall learning experience provided by the e-module. However, most of them gave a score of 3 to the image and color aspects. With this in mind, development needs to be carried out mainly on the images and color contrast in the e-module.

2. Main Field Trial

In the main field trial, a prototype 2 trial was carried out which had gone through the revision stage based on the first questionnaire in the preliminary trial. After this trial was completed, the researcher gave a questionnaire on the practicality of the e-module to the teacher and one fourth-grade class consisting of 10 students. The results of the questionnaire are presented in the following table.

Table 4.6 The Practicality of Prototype 2

Respondent	Obtained Score	Maximum Score	Percentage	Category
Teacher	77	80	96.25%	Very Practical
Students	378	400	94.5%	Very Practical

The table above is the result of a practicality questionnaire from teachers and students. In the teacher questionnaire, the score obtained is 77 out of a maximum score of 80 with a percentage of 96.25% which means that it is in the very practical category. In this main field trial, there are three aspects that get a score of 3, namely the use of e-modules without assistance, students can follow the activities well, and students understand the task instruction easily. According to the teacher's feedback, this issue occurred due to difficulties in operating the e-module, particularly when accessing the embedded links. Since students used different devices, some of them were required to log in before accessing certain features. As a result, the teacher occasionally

needed assistance from the researcher during the implementation process. This feedback helped the researcher improve the e-module based on the respondents' suggestions before conducting the main field trial.

Furthermore, the results of the questionnaire taken from ten student respondents who participated in the main field trial showed that the score obtained was 378 out of a maximum score of 400 with a percentage of 94.5% which means it is in the very practical category. Most students gave positive responses to the activities, games, instructions, and overall learning experience provided by the e-module. However, some students gave a score of 3, particularly on the aspect of operating the e-module without assistance. This occurred because the concept of the e-module was new to them, and they needed time to become familiar with its use.

It can be seen that the practicality of the e-module that has been tested in the main field trial has increased after the revision. The percentage of practicality by teachers in the preliminary trial showed 93.75% and increased to 96.25% in the main field trial. Likewise, the percentage of practicality by students increased from 92.5% to 94.5% in the main field trial. This indicates that the revision improves the usability and effectiveness of the e-module.

4.2.3 Teacher and Students Appropriateness Towards the E-Module

After going through the implementation stage, a satisfaction questionnaire was given to teachers and students to evaluate the

respondents' perception of the e-module developed as a whole. The questionnaire was used to determine the level of satisfaction with the content, design, learning activities, and overall learning experience. The results of the questionnaire are presented as follows.

1. Teacher Satisfaction

After the implementation of prototype 2, teachers were given a satisfaction questionnaire to evaluate the overall quality of the e-module. The questionnaire covers several aspects such as content quality, learning activities, usability, attractiveness, and the effectiveness of e-modules in supporting English learning. The results of the questionnaire are presented in the following table.

Table 4.7 Teacher Satisfaction Result

Obtained Score	Maximum Score	Percentage	Category
40	40	100%	Very Satisfied

Based on table 4.7, the results of the Teacher Satisfaction Questionnaire obtained a score of 40 out of a maximum score of 40, resulting in a percentage of 100% which is included in the Very Satisfied category. These results showed that the teacher gave a very positive response to the developed English e-module.

The teacher considered that the e-module was very helpful in explaining English material to students because it was equipped with structured material explanations, clear examples, and various activities that could be used to support learning in the classroom. In

addition, the integration of learning videos, games, projects, and *Tri-Nga* values makes the learning process more engaging and meaningful for students. Therefore, the teacher considered that the developed English e-module was very useful and suitable for use in English learning for fourth-grade elementary school students.

2. Students Satisfaction

After the implementation of Prototype 2 is completed, Students were asked to complete the Students Satisfaction Questionnaire to determine their level of satisfaction with the developed English e-module. This questionnaire is used to evaluate students' perception of the content of the material, the appearance of the e-module, learning activities, learning media, and learning experiences obtained while using the e-module. The results of the Students Satisfaction Questionnaire are presented in Table 4.8 below.

Table 4.8 Students Satisfaction Result

Obtained Score	Maximum Score	Percentage	Category
185	200	92.5%	Very Satisfied

Based on Table 4.8, the results of the Students Satisfaction Questionnaire obtained a score of 185 out of a maximum score of 200, resulting in a percentage of 92.5% which is included in the Very Satisfied category. The results showed that students responded very positively to the English e-module that had been developed.

Students are satisfied with the various aspects contained in the e-module, such as attractive displays, easy-to-understand learning materials, and interactive and fun learning activities. The integration of learning videos, educational games, simple projects, and reflection activities also provides a more interesting and meaningful learning experience for students. In addition, the use of e-modules also encourages students to actively participate in the English learning process.

The application of *Tri-Nga* values was implemented through material understanding activities (*Ngerti*), reflection on learning experiences (*Ngrasa*), and practice through various activities (*Nglakoni*). It also helped students engage more actively in the learning process. Thus, it could be concluded that the developed English e-module was able to provide a positive learning experience and achieved a high level of satisfaction among fourth-grade elementary school students.

4.2.4 Instructional Appropriateness

This section discusses the instructional appropriateness of the developed English e-module based on the results of expert validation. Although the material, media, and language aspects were evaluated separately, the overall results indicate that the e-module fulfilled the criteria of an appropriate instructional material for fourth-grade elementary school students.

Table 4.9 Product Instructional Appropriateness

Experts	Obtained Score	Maximum Score	Percentage	Category
Material	57	60	95%	Very Eligible
Media	57	60	95%	Very Eligible
Language	60	60	100%	Very Eligible

The material expert stated that the learning objectives, learning materials, learning activities, and the integration of Tri-Nga values were appropriate for the students' characteristics and curriculum requirements. The media expert considered that the visual appearance, navigation, and interactive digital features supported effective learning. Meanwhile, the language expert concluded that the language used in the e-module was suitable for fourth-grade elementary school students after several revisions had been made.

Overall, the expert validation results indicate that the developed English e-module is instructionally appropriate because it aligns the learning objectives, learning activities, instructional media, language use, and assessment into a coherent learning experience. Therefore, the e-module is considered appropriate for classroom implementation as an interactive English learning material.

4.2.5 The Revision of the Product

This section presents the revisions made to the developed English e-module based on the suggestions provided by the material expert, media expert, language expert, and practitioner during the validation and implementation stages. The revisions were intended to improve the quality, clarity, interactivity, and instructional suitability of the e-module before producing the final product.

1. Revision Based on the Expert in Material

The material expert provided several suggestions related to the learning content, learning activities, and suitability of the material for fourth-grade elementary school students. Based on these suggestions, several revisions were made to improve the quality of the learning materials.

Table 4.10 Revision Based on the Expert in Material

SUGGESTION	
The explanations and instructions should be written entirely in English instead of using Indonesian.	
BEFORE REVISION	AFTER REVISION
	

The learning materials should be adjusted to the syllabus and the textbook used by the school.

AFTER REVISION

MODULE SYLLABUS (MAP OF THE BOOK)

School : SDN 4 BARENG
 Subject : ENGLISH LANGUAGE
 Grade/Semester : 4th Elementary School/2nd Semester

UNIT & TOPIC	LEARNING OBJECTIVES	LANGUAGE FOCUS	LEARNING SOURCES & ACTIVITIES
UNIT 1 Be on Time	- Children are able to identify the time. - Children are able to talk about the time.	Asking and Telling Time	Let's Learn & Watch: Vocab introduction, explanation, and listening videos. Let's Do It & Create: Multiple-choice, short essays, and drawing your clock. Let's Play & Reflect: Digital/physical games, mini projects, and reflection

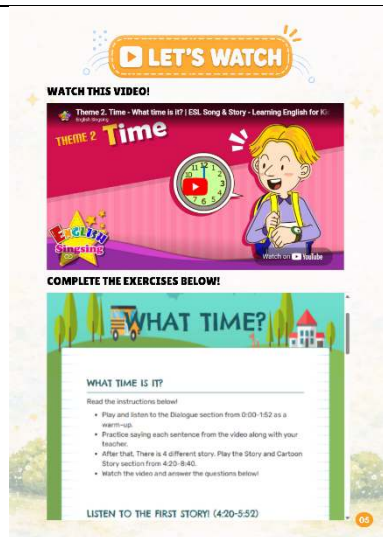
Based on the material expert's suggestions, several revisions were made to improve the quality and relevance of the developed e-module. First, all explanations and instructions were revised into English to maintain language consistency throughout the e-module and to provide greater exposure to the target language. Second, the learning materials were adjusted to align with the syllabus and the textbook used by the school. These revisions ensured that the developed e-module was more appropriate for classroom implementation and better supported the learning objectives of fourth-grade elementary school students.

2. Revision Based on the Expert in Media

The media expert mainly suggested improving the digital interactivity and visual presentation of the e-module. Several

revisions were carried out to enhance students' learning experience and optimize the use of digital technology.

Table 4.11 Revision Based on the Expert in Media

SUGGESTION	
The exercises and videos included in the e-module were not sufficiently interactive from a digital perspective. Given the initial design, which required a physical book to complete the exercises, this approach was ineffective and prevented the e-module from being fully digital.	
BEFORE REVISION	AFTER REVISION
	
The font size of each section can be changed to be simpler.	
BEFORE REVISION	AFTER REVISION
	

Based on the media expert's suggestions, several revisions were made to improve the visual design and digital interactivity of the e-

module. The exercises and learning videos were redesigned to provide a more interactive digital learning experience. Instead of requiring students to use a separate printed book, the activities were integrated into the e-module through embedded links to online platforms such as Wizer.me, Quizizz, and Wordwall. In addition, the font size of each section was adjusted to create a simpler, more balanced, and visually comfortable layout for fourth-grade elementary school students. These revisions enhanced both the usability and the visual quality of the developed e-module.

3. Revision Based on the Expert in Language

The language expert focused on the readability and appropriateness of the language used in the e-module. Several revisions were made to simplify the explanations and ensure that the language was suitable for fourth-grade elementary school students.

Table 4.12 Revision Based on the Expert in Language

SUGGESTION	
The explanations contained several expressions that were too complex for the classroom teacher and fourth-grade elementary school students.	
BEFORE REVISION	AFTER REVISION

EXAMPLE OF SENTENCES Ada 2 cara untuk mengekspresikan kalimat "Aku pergi menggunakan..." EXAMPLE: Menggunakan Subject: He, She, It CARA 1: He goes to school by bicycle. She goes to the office by car. CARA 2: He rides a bicycle to school. She drives a car to the office. EXAMPLE: Menggunakan Subject: I, You, They, We CARA 1: I go to the supermarket by bus. We go to the book store by train. CARA 2: I ride a bus to the supermarket. We ride a train to the bookstore.	EXAMPLE OF SENTENCES There are 2 ways to express the sentence "I went using..." EXAMPLE: Using Subject: He, She, It METHOD 1: He goes to school by bicycle. She goes to the office by car. METHOD 2: He rides a bicycle to school. She drives a car to the office. NOTE: When using Subject: He/She/It, the verb is added with a letter: (-s/-es) behind it. Example: Go → Goes Ride → Rides Drive → Drives EXAMPLE: Using Subject: I, You, They, We METHOD 1: I go to the supermarket by bus. We go to the book store by train. METHOD 2: I ride a bus to the supermarket. We ride a train to the bookstore. NOTE: When using Subject: I/You/They/We, the verb remains the same. Example: Go → Go Ride → Ride Drive → Drive
There were several spelling errors.	
BEFORE REVISION	AFTER REVISION
 WSKE UP: BANGUN TIDUR	 WAKE UP: BANGUN TIDUR

Based on the language expert's validation, several revisions were carried out to improve the language quality of the developed e-module. Complex words and expressions were replaced with simpler and more age-appropriate language to ensure that the explanations could be easily understood by the classroom teacher and fourth-grade elementary school students. Furthermore, all spelling errors identified during the validation process were corrected to improve the linguistic accuracy and consistency of the e-module. As a result, the

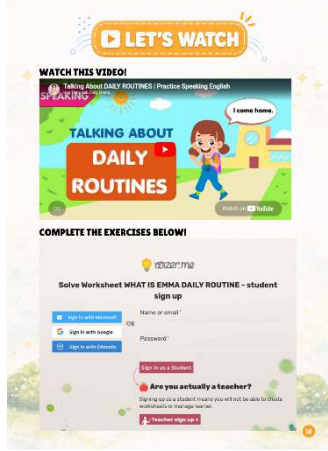
revised product became clearer, more readable, and more suitable for its intended users.

4. Revision Based on Practitioner Validations

After the preliminary field trial, the practitioner provided several suggestions regarding the implementation of the e-module during classroom learning. These suggestions were used to improve the practicality and effectiveness of the developed product before it was implemented in the main field trial.

Table 4.13 Revision Based on Practitioner Validations

SUGGESTION	
Some explanations in the e-module were not sufficiently clear and still required assistance from the researcher during the implementation process because English was taught by the classroom teacher rather than an English teacher.	
BEFORE REVISION	AFTER REVISION
	
The learning videos embedded in Wizer.me appeared in a small display, making them difficult for students to watch during classroom learning.	

BEFORE REVISION	AFTER REVISION
	

The revisions based on the practitioner's feedback focused on improving the practicality of the e-module during classroom implementation. Since English lessons at SDN Bareng 4 were taught by the classroom teacher rather than an English teacher, several explanations were simplified to make the learning materials easier to understand and deliver independently. Furthermore, the learning videos were removed from the Wizer.me platform and embedded directly into the e-module to provide a larger display and easier access for students. As a result, the revised e-module became more practical, user-friendly, and suitable for implementation in fourth-grade English classrooms.

Overall, the revisions made based on the suggestions from the material expert, media expert, language expert, and practitioner significantly improved the quality of the developed English e-module. These revisions enhanced the instructional quality by ensuring that the learning materials were aligned with the curriculum and presented using

appropriate English. They also improved the digital interactivity of the e-module through the integration of embedded multimedia resources and interactive online learning activities, while the language revisions increased the clarity, readability, and linguistic accuracy of the learning materials. Furthermore, the revisions based on the practitioner's feedback improved the practicality and usability of the e-module during classroom implementation, making it easier for both the classroom teacher and students to use. Therefore, after all revision processes had been completed, the final version of the English e-module integrating Tri-Nga values was successfully produced and was considered appropriate, practical, and ready to be implemented as an interactive English learning medium for fourth-grade elementary school students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the findings of the research and development of the English e-module integrating Tri-Nga values for fourth-grade elementary school students. It summarizes the results of the study based on the research questions and provides suggestions for teachers, future researchers, and other parties interested in developing interactive digital learning materials.

5.1 Conclusion

Based on the results of the research and development that has been carried out, it can be concluded that the English e-module that integrates the values of *Tri-Nga* has been successfully developed using the ADDIE model which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. The development of the e-module is carried out based on an analysis of the needs of teachers and students as well as the characteristics of fourth-grade elementary school students.

The results of validation by material experts, media experts, and linguists show that the English e-module developed is in the category of being very valid so that it is suitable for use in learning English. In addition, the results of the practicality test at the preliminary trial and main field trial stages showed that the e-module was in the very practical category based on the responses of teachers and students.

The results of the satisfaction questionnaire also showed that teachers and students responded very positively to the use of English e-modules. A variety of interactive features such as learning videos, quizzes, educational games,

worksheets, and learning projects help create a more engaging and meaningful learning experience for students.

Thus, the English e-module that integrates the values of *Tri-Nga* is declared valid, practical, and obtains a high level of user satisfaction so that it can be used as one of the English learning media for fourth-grade elementary school students.

5.2 Suggestion

Based on the results of the research that has been conducted, some suggestions can be given as follows:

1. For Teachers

Teachers can take advantage of the English e-module developed as a supporting medium in English learning to create learning that is more interactive, interesting, and in accordance with the characteristics of elementary school students.

2. For Schools

Schools are expected to support the use of digital learning media such as e-modules by providing adequate facilities and access to technology so that learning can take place more effectively.

3. For the Next Researcher

Researchers can then develop English e-modules on different materials or grade levels while still considering the integration of *Tri-Nga* values. In addition, further research can test the effectiveness of e-modules on student learning outcomes, English language skills, and other aspects of character through experimental research design.

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APPENDIX

APPENDIX 1 (UNSTRUCTURED INTERVIEW)

QUESTION LIST

1. How do you usually teach English in Grade 4?

Biasanya saya pakai proyektor untuk penjelasannya dan pakai buku My Next Word berupa pdf, kalau untuk mengerjakannya saya pakai LKS lain.

2. What teaching materials do you currently use?

My next word kalau buat penjelasan, kan ada list kosakata dan gambarnya itu, tapi kebanyakan selalu mengerjakan soal di LKS.

3. Do you use English for Nusantara Kids Grade 4 as the main textbook?

Tidak mba kebetulan. Hanya 2 sumber belajar itu tadi yang saya pakai.

4. What difficulties do students face when learning English?

Apa ya, karena buku fisiknya dari sekolah ini hanya LKS ya, jadi untuk penjelasannya memang pakai My next word pdf di proyektor. Nah juga kadang anak anak itu bosan, mungkin karena setiap pelajaran bahasa inggris disuruh mengerjakan LKS saja dan juga saya bukan guru bahasa inggris kan, karena di sekolah kami ini tidak ada guru bahasa inggris sejak 2 tahun yang lalu jadi setiap pelajaran bahasa inggris saya yang ngajar dan hanya saya kasih penjelasan semampu saya. Penjelasannya ya sesuai sama apa yang ada di My next word itu tadi.

5. Which language skills are the hardest for students?

Untuk anak-anak, menulis dan membaca itu masih bisa, tapi kalau berbicara dan mendengarkan itu kurang ya karena kebanyakan waktunya dihabiskan mengisi LKS daripada praktik.

6. Are students active during English lessons? Why?

Karena memang kebanyakan mengerjakan LKS jadi mereka aktifnya aktif menulis, mengerjakan LKS itu.

7. Do students easily understand vocabulary from the textbook?

Kalau vocab sederhana itu paham, seperti yang di semester lalu, 'writing', 'watching', 'sleeping' terus tentang benda-benda seperti 'bed', 'lamp', 'clock'. Tapi kalau materi sudah mulai sulit seperti membaca jam itu mereka tidak bisa, saya juga lompat materi jam itu karena penjelasannya juga kurang di teacher booknya.

8. What activities make students more engaged?

Karena aktivitasnya kebanyakan mengerjakan LKS, jadi mungkin kalau ada games mungkin mereka senang, karena saya juga ga pernah kasih games ke anak-anak.

9. Does the textbook provide enough practice activities?

Kalau praktik dalam hal mengerjakan soal iya karena kebanyakan pakai LKS anak-anak ini. Tapi kalau praktik secara lisan tidak.

10. Do you usually conduct games, role play, or storytelling?

Tidak mba, seringnya saya suruh untuk mengulangi apa yang saya baca seperti repeat after me.

11. What kind of material do you expect from an e-module?

Materi yang ada penjelasannya gitu mungkin, karena anak sekarang itu kalau penjelasannya tidak ada di bukunya gitu gampang lupa mereka dan penjelasannya mudah saya pahami juga. Terus kalau ada gamesnya juga menarik, saya kadang bingung pakai games apa ya biar anak-anak itu ga bosan.

12. What features should an ideal English module contain?

Saya kurang paham juga mba idealnya gimana tapi untuk sekolah seperti ini yang tidak ada guru bahasa Inggrisnya mungkin buku yang ada penjelasan tentang materinya secara tertulis itu sangat membantu.

APPENDIX 2 (BLUEPRINT)

TOPIC: BE ON TIME		
LEARNING OBJECTIVES	TRI-NGA VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. - Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Section: Let's Learn → Vocabulary Introduction and Explanation. Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc. Let's Create → Drawing or creating simple works according to the theme/material being studied. Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and Physical games (Treasure Hunt, Tic-Tac-Toe, etc).

		Let's Reflect → Mini missions/projects and Learning reflection.
TOPIC: I GO TO SCHOOL AFTER HAVING A BREAKFAST		
LEARNING OBJECTIVES	TRI-NGA VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Section: Let's Learn → Vocabulary Introduction and Explanation. Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc. Let's Create → Drawing or creating simple works according to the theme/material being studied. Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and

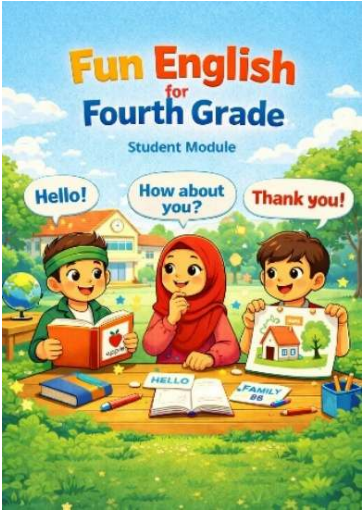
		Physical games (Treasure Hunt, Tic-Tac-Toe, etc). Let's Reflect → Mini missions/projects and Learning reflection.
TOPIC: HE ALWAYS GETS UP AT 5 O'CLOCK		
LEARNING OBJECTIVES	<i>TRI-NGA</i> VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Section: Let's Learn → Vocabulary Introduction and Explanation. Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc. Let's Create → Drawing or creating simple works according to the theme/material being studied.

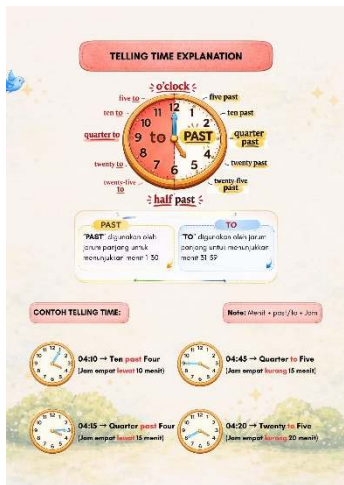
		Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and Physical games (Treasure Hunt, Tic-Tac-Toe, etc). Let's Reflect → Mini missions/projects and Learning reflection.
TOPIC: HOW DO YOU GO TO SCHOOL		
LEARNING OBJECTIVES	TRI-NGA VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Section: Let's Learn → Vocabulary Introduction and Explanation. Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc. Let's Create → Drawing or creating simple works according

		to the theme/material being studied. Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and Physical games (Treasure Hunt, Tic-Tac-Toe, etc). Let's Reflect → Mini missions/projects and Learning reflection.
TOPIC: HE GOES TO SCHOOL BY BIKE		
LEARNING OBJECTIVES	TRI-NGA VALUES	LEARNING ACTIVITIES
- Children are able to identify the time. Children are able to talk about the time.	Section: Let's Learn → Ngerti Let's Watch → Ngerti Let's Do It → Ngerti, Ngrasa Let's Create → Ngrasa, Nglakoni Let's Play → Nglakoni Let's Reflect → Ngrasa, Nglakoni	Section: Let's Learn → Vocabulary Introduction and Explanation. Let's Watch → Watch learning videos and Listening exercises. Let's Do It → Multiple-choice exercises, short essay, etc.

		Let's Create → Drawing or creating simple works according to the theme/material being studied. Let's Play → Digital games (Quizizz, Wordwall, Kahoot) and Physical games (Treasure Hunt, Tic-Tac-Toe, etc). Let's Reflect → Mini missions/projects and Learning reflection.
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APPENDIX 3 (E-MODULE BEFORE VALIDATION)

E-MODULE SAMPLE	DESCRIPTION
	COVER
	Pengenalan Karakter (Character Introduction) Used as a reminder to students that the characters used in conversations and short stories are these six people. Character introductions are only found at the beginning of the module.

	Cover Chapter 1 Each chapter had a cover that corresponded to the material or topic being discussed.
 	Let's Learn This section is integrated with the <i>Tri-Nga</i> value of <i>Ngerti</i> (Understanding). The contents of this section are as follows: Introduction of vocabulary, Visual illustration of vocabulary, Example of vocabulary.

[illegible]

Let's Watch

This section is integrated with the value of *Ngerti* (Understanding). Here is the content of this section:

Learning video,
Listening exercise.

Let's Do It

Practice Exercise

A Multiple Choice

1. 05:30 is ...
☐ half past six
☐ five past five
☐ a quarter to six

2. 04:45 is ...
☐ a quarter past eight
☐ a quarter to nine
☐ half past eight

3. 03:15 is ...
☐ a quarter to three
☐ a quarter past three
☐ three o'clock

4. 06:00 is ...
☐ ten to six
☐ ten past six
☐ half past six

5. 09:30 is ...
☐ ten to ten
☐ ten past nine
☐ a quarter to ten

6. 04:35 is ...
☐ twenty-five past four
☐ twenty-five to four
☐ four twenty-five

B Fill the Blank

1. 04:00 - It is four
 2. 07:15 - It is a past seven.
 3. 05:30 - It is past five.
 4. 10:40 - It is twenty eleven.
 5. 06:00 - It is ten eight.

C Look & Write



1. It is Three O'clock



2. It is ...



3. It is ...



4. It is ...

Let's Do It

This section is integrated with the values of *Ngerti* and *Ngrasa*. Here is the content of this section:

Multiple choice exercise,
Fill the blank,
Identify the picture,
Short story,
and many more form of exercise.

[illegible]



Let's Create

This section is integrated with the values of *Ngrasa* and *Nglakoni*. Here is the content of this section:

Creating simple work that related to the topic or material of the chapter.

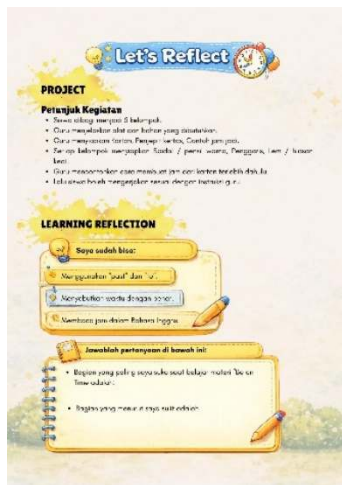


Let's Play

This section is integrated with the values of *Nglakoni*. Here is the content of this section:

Digital games (Quizziz, Wordwall, Kahoot, etc), Physical games (Treasure Hunt, Tic-Tac-Toe, etc).

The teacher can choose to do both of the games or just one game.

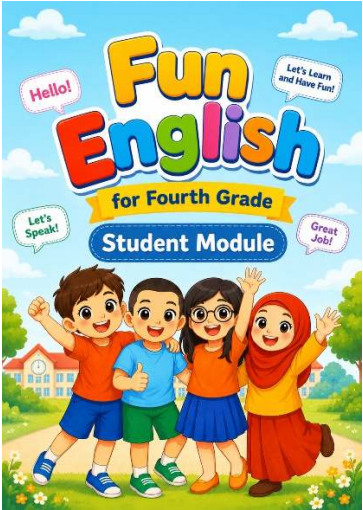


Let' Reflect

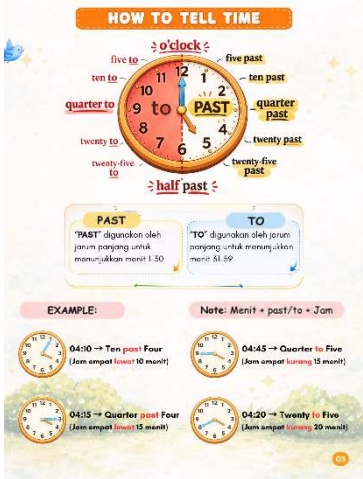
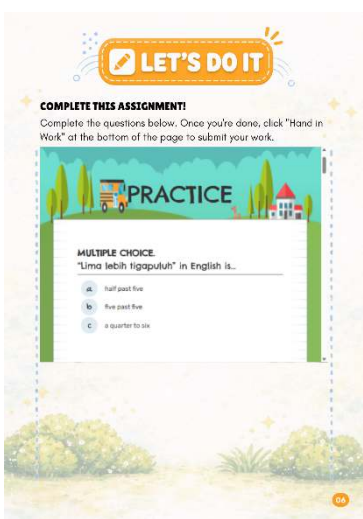
This section is integrated with the values of *Ngrasa* and *Nglakoni*. Here is the content of this section:

Mini missions / Project,
Learning reflection.

APPENDIX 4 (E-MODULE AFTER REVISION)

E-MODULE SAMPLE	REVISION
	The cover was changed to be simpler, brighter, and colorful
	Character Introduction The introduction of the character, which was initially introduced in general as a school citizen, was revised into a specific introduction of the character.

Meet our teachers, canteen staff and security from Pelita Elementary School!  MISS RAHMA Hello! I am Miss Rahma. I am a fourth-grade English teacher. Nice to meet you!  MR. FANI Hello! I am Mr. Fani. I am a fourth-grade Mathematics teacher. Nice to meet you!  MS. AMEI Hello! I am Bu Amei. I am a Cafeteria Lady in Pelita Elementary School. Nice to meet you!  MR. PAMPAN Hello! I am Mr. Pampan. I am a Security in Pelita Elementary School. Nice to meet you! 3	
 Chapter 1 Be on Time	Cover Chapter 1 There is not much revised on the cover in each chapter. It's just that the color used is increased in saturation to be brighter.
LEARNING OBJECTIVE Children are able to identify the time. Children are able to talk about the time. LANGUAGE FOCUS Asking and Telling Time  LET'S LEARN BANK VOCABULARY: TELLING TIME  O'CLOCK: TEPAT  PAST HALF: SETENGAH/ TIGA PULUH  P.M. SESUDAH TENGAH HARI  A.M. SEBELUM TENGAH HARI  QUARTER TO: KURANG LIMA BELAS  QUARTER PAST: LEBIH LIMA BELAS  PAST: LEWAT  TO: KURANG 32	Let's Learn In this section, some elements are replaced to be simpler and neater.

 HOW TO TELL TIME five to, ten to, quarter to, twenty to, twenty-five to, half past, five past, ten past, quarter past, twenty past, twenty-five past PAST "PAST" digunakan oleh jarum panjang untuk menunjukkan menit 1:50 TO "TO" digunakan oleh jarum panjang untuk menunjukkan menit 51:59 EXAMPLE: 04:10 → Ten past Four (Jam empat lewat 10 menit) 04:45 → Quarter to Five (Jam empat kurang 15 menit) 04:15 → Quarter past Four (Jam empat lewat 15 menit) 04:20 → Twenty to Five (Jam empat kurang 20 menit) Note: Menit + past/to + Jam	
 LET'S WATCH WATCH THIS VIDEO! Theme 2: Time - What time is it? (EFL, Song & Story - Learning English for Kids) THEME 2 Time COMPLETE THE EXERCISES BELOW! WHAT TIME IS IT? Read the instructions below! • Play and listen to the dialogue section from 0:00-1:02 as a warm-up. • Practice saying each sentence from the video along with your teacher. • After that, there is a different story. Play the Story and Cartoon Story section from 4:20-5:40. • Watch the video and answer the questions below! LISTEN TO THE FIRST STORY! (4:20-5:52)	Let's Watch Initially, the video given was in the form of a QR code. However, the revision was carried out on the advice of the validator. So, in the initial revision after validation, the video is embedded in the web media Wizer.me. However, after a preliminary trial, the teacher suggested moving it in the module so that the video looks big. Also in this section, some elements are replaced to be simpler and neater.
 LET'S DO IT COMPLETE THIS ASSIGNMENT! Complete the questions below. Once you're done, click "Hand in Work" at the bottom of the page to submit your work. PRACTICE MULTIPLE CHOICE "Lima lebih tigapuluh" in English is... a. half past five b. five past five c. a quarter to six	Let's Do It In this section, there was a revision in a logical manner. Initially, all the practice questions in this section were in the form of written practice questions. However, on the advice of media validators, practice questions are better integrated digitally. Also in this section, some elements are replaced to be simpler and neater.



LET'S READ TOGETHER!

READ THE STORY ALOUD!

GIRLS READ → CELLO
BOYS READ → REMY
TEACHER READ → MISS RAHMA

READ THE SHORT STORY ABOVE CAREFULLY AND ACCURATELY

ANSWER THE QUESTION!

ANSWER THE QUESTION!

COMIC REVIEW!

Read the short story above then answer the questions below!

PART 1 (Answer the Question)

1. Why are the students late?

Answer:

LET'S CREATE

LET'S LEARN TO MAKE A SCHEDULE!!

ACTIVITY	TIME (Digital)	TIME (English)
Wake up	05:00 a.m	Five o'clock
Go to school	06:15 a.m	A quarter past six
Lunch	12:00 p.m	Twelve o'clock
Go home	05:00 p.m	Three o'clock

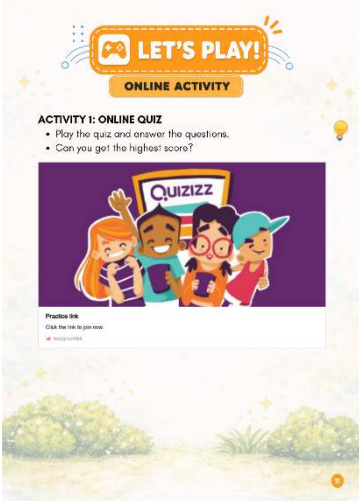
Now Do It!

- Make your own activity table according to your daily activities.
- Tables can have more than 4 rows.

ACTIVITY	TIME (Digital)	TIME (English)

Let's Create

In this section, some elements are replaced to be simpler and neater.

 	Let' Play In this section, the two game forms are separated into two pages. Online games that were originally in the form of QR codes were replaced with embedded links. Also in this section, some elements are replaced to be simpler and neater.
	Let' Reflect In this section, reflection activities are changed to the form of embedded links. Also in this section, some elements are replaced to be simpler and neater.

APPENDIX 5 (MATERIAL VALIDATION)

MATERIALS VALIDATION INSTRUMENT FOR ENGLISH E-MODULE BASED ON BSNP CRITERIA

Name of Validator : Nur Fitria Anggrisia, M.Pd
Position : Englis Language Education Lecturer

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Not Appropriate
2: Less Appropriate

3: Appropriate
4: Very Appropriate

NO.	ASPECT	DEFINITION	SCORE			
			1	2	3	4
A. Content Relevance						
1.	Curriculum Alignment: Compatibility with learning outcomes	The materials support the stated learning outcomes and language focus.			✓	
2.	Learner Level Suitability: Age & proficiency appropriateness	Vocabulary, sentences, and tasks match pre-A1 learners.				✓
3.	Topic Relevance: Context familiarity	Topics relate to children's daily life (time, routines, activities).				✓
B. Content Accuracy						
4.	Vocabulary Accuracy: Correct word usage	Words are correct and commonly used in real communication.				✓
5.	Expression Accuracy: Functional language correctness	Expressions (e.g., asking and telling time) are natural and meaningful.				✓
6.	Grammar Simplicity:	Grammar is simple and not cognitively overloaded.				✓

6.	Grammar Simplicity: Structural suitability	Grammar is simple and not cognitively overloaded.				✓
C. Learning Support (Understanding)						
7.	Concept Clarity: Easy to understand and from simple to complex	Instructions and explanations are clear and simple. Activities progress logically start from recognize the topic to understand the topic.			✓	
D. Affective Engagement (Feeling)						
8.	Motivation: Encourages interest	Activities are enjoyable and engaging.				✓
9.	Confidence Building: Reduces anxiety	Tasks allow students to succeed gradually.			✓	
10.	Interaction: Encourages participation	Activities promote speaking/responding.			✓	
E. Skill Practice						
11.	Task Variety: Diverse activity type	Matching, speaking, listening, role-play, games.				✓
12.	Active Learning: Student involvement	Learners actively perform tasks, not only observe.				✓
F. Contextualization & Life Skills						
13.	Daily Life Application: Real-life relevance	Students can use language in real situations.				✓
14.	Social Interaction: Collaboration	Activities allow pair/group work.			✓	
15.	Independent Learning: Self-practice	Students can practice without teacher assistance.				✓

Comment:

Malang, 12 Mei 2026



Nur Fitria Anggrisia, M. Pd

APPENDIX 6 (MEDIA VALIDATION)

MEDIA VALIDATION INSTRUMENT FOR ENGLISH E-MODULE BASED ON BSNP CRITERIA

Name of Validator : Nur Fitria Anggrisia M.Pd
Position : English Language Education Lecturer

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Not Appropriate
2: Less Appropriate

3: Appropriate
4: Very Appropriate

NO.	ASPECT	DEFINITION	SCORE			
			1	2	3	4
1.	Cover Design	The cover is attractive and represents the topic clearly.				✓
2.	Title Clarity	Unit titles are clear, readable, and appropriate for students.				✓
3.	Layout Consistency	The layout is consistent across all pages.				✓
4.	Color Harmony	The color combination is harmonious and comfortable to see.				✓
5.	Font Readability	Font size and type are appropriate for Grade 4 students.				✓
6.	Typography Simplicity	The module does not use too many font variations.			✓	✓
7.	Visual Support	Images and illustrations support students' understanding.				✓
8.	Age Appropriateness	The design and visuals are suitable for elementary students.				✓
9.	Content Organization	The material is organized logically from simple to complex.				✓
10.	Instruction Clarity	Instructions are clear and easy to follow.			✓	
11.	Example Before Practice	Examples are provided before exercises.				✓
12.	Language Accuracy	English and Indonesian usage is accurate and appropriate.				✓
13.	Embed Link Functionality	The embedded link can work well and can be used easily.				✓

14.	Video Relevance	The video supports and strengthens the lesson objectives.			✓	
15.	Interactive Activities	The module includes interactive tasks (listening, speaking, writing).			✓	
16.	Exercise Variety	The module provides various types of exercises.			✓	
17.	Project-Based Activity	The project activity enhances collaboration and understanding.			✓	
18.	Game Integration	Online and offline games support student engagement.				✓
19.	Reflection Component	The module includes a meaningful learning reflection section.			✓	
20.	Overall Attractiveness	Overall appearance is engaging and motivating for students.				✓

Comment:

Malang, __ Mei 2026



Nur Fitria Anggrisia, M. Pd

APPENDIX 7 (LANGUAGE VALIDATION)

LANGUAGE VALIDATION INSTRUMENT FOR ENGLISH E-MODULE MATERIALS BASED ON BSNP CRITERIA

Name of Validator : Fardhika Saraswati Metribarini, S.Pd
 Position : Teacher

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Not Appropriate
 2: Less Appropriate

3: Appropriate
 4: Very Appropriate

NO.	ASPECT	DEFINITION	SCORE			
			1	2	3	4
1.	Age Appropriateness	The language used is suitable for Grade 4 students' cognitive level.			✓	
2.	Clarity of Instructions	Instructions are clear, simple, and easy to understand.			✓	
3.	Sentence Simplicity	Sentences are short and not overly complex.				✓
4.	Vocabulary Level	Vocabulary is appropriate for elementary learners.				✓
5.	Consistency of Terms	Key terms are used consistently throughout the module.				✓
6.	Grammar Accuracy (English)	English sentences follow correct grammatical rules.			✓	
7.	Readability	The language used in the e-module is easy for fourth-grade students to read and understand.			✓	
8.	Spelling Accuracy	There are no spelling errors in English or Indonesian.			✓	
9.	Communicative Language	The language feels natural and communicative.			✓	
10.	Language Appropriateness	The language used in the e-module is appropriate for students' proficiency level and learning needs.			✓	
11.	Clarity of Examples	Examples are clearly explained and easy to follow.			✓	
12.	Bilingual Balance	The use of English and Indonesian is balanced and supportive.				✓

13.	Question Clarity	Questions in exercises are clearly formulated.			✓	
14.	Dialogue Naturalness	Dialogues sound natural and realistic for students.				✓
15.	Cultural Appropriateness	Language and examples are culturally appropriate.				✓

Comment:

Malang, __ Mei 2026



Fardhika Saraswati Metrilkarini, S.Pd

APPENDIX 8 (TEACHER PRACTICALITY QUESTIONNAIRE 1)

TEACHER PRACTICALITY QUESTIONNAIRE

(Preliminary Trial)

Name of Validator : Fardhika Saraswati Metrikarini, S.Pd
 Position : Teacher

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Strongly Disagree
 2: Disagree

3: Agree
 4: Strongly Agree

NO.	STATEMENT	SCORE				
		1	2	3	4	
A. Ease of Use						
1.	The instructions of the material are clear and easy to understand.				✓	
2.	I can use the material without assistance from others			✓		
3.	The sequence of activities is easy to follow				✓	
4.	The material reduces preparation time				✓	
5.	I do not experience technical difficulties when using the material			✓		
B. Classroom Implementability						
6.	The learning activities can be carried out as planned				✓	
7.	The material fits the allocated teaching time				✓	
8.	Students can follow the learning activities well			✓		
9.	Students understand the task instructions easily			✓		
10.	The material is suitable for real classroom conditions				✓	
C. Support for Teaching and Learning						
11.	The material helps me explain the lesson more clearly			✓		
12.	The material increases student participation				✓	
13.	The activities encourage students to be active				✓	
14.	The material helps classroom management				✓	
15.	The material helps achieve the learning objectives				✓	
D. Efficiency						
16.	The material saves teaching time				✓	
17.	The material reduces repeated explanations				✓	
18.	I am willing to use this material again				✓	
19.	The material is practical for routine teaching				✓	
20.	Overall, the material is easy to implement in teaching				✓	

Comment:

Malang, __ Mei 2026


Pardhika . S .

APPENDIX 9 (TEACHER PRACTICALITY QUESTIONNAIRE 2)

TEACHER PRACTICALITY QUESTIONNAIRE (Main Field Trial)

Name of Validator : Fardhika Saraswati Metrilcavini, S.Pd
Position : Teacher

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Strongly Disagree

3: Agree

2: Disagree

4: Strongly Agree

NO.	STATEMENT	SCORE			
		1	2	3	4
A. Ease of Use					
1.	The instructions of the material are clear and easy to understand.				✓
2.	I can use the material without assistance from others			✓	
3.	The sequence of activities is easy to follow				✓
4.	The material reduces preparation time				✓
5.	I do not experience technical difficulties when using the material				✓
B. Classroom Implementability					
6.	The learning activities can be carried out as planned				✓
7.	The material fits the allocated teaching time				✓
8.	Students can follow the learning activities well				✓
9.	Students understand the task instructions easily				✓
10.	The material is suitable for real classroom conditions				✓
C. Support for Teaching and Learning					
11.	The material helps me explain the lesson more clearly				✓
12.	The material increases student participation				✓
13.	The activities encourage students to be active				✓
14.	The material helps classroom management				✓
15.	The material helps achieve the learning objectives				✓
D. Efficiency					
16.	The material saves teaching time				✓
17.	The material reduces repeated explanations				✓
18.	I am willing to use this material again				✓
19.	The material is practical for routine teaching				✓
20.	Overall, the material is easy to implement in teaching				✓

Comment:

Malang, __ Mei 2026



Fardhika Saraswati Metrikarini, S.Pd

APPENDIX 10 (STUDENT QUESTIONNAIRE 1)

STUDENT QUESTIONNAIRE

(Preliminary Trial)

Name : Cindy
Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting		✓		
2.	The colors look nice		✓		
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help		✓		
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Preliminary Trial)

Name : Yapi
Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness		☒			
1.	The pictures are interesting	☒			
2.	The colors look nice	☒			
3.	The activities are fun	☒			
4.	I enjoy learning with this e-module	☒			
5.	The games/tasks make me excited	☒			
B. Practicality					
6.	I understand what I should do	☒			
7.	The instructions are easy	☒			
8.	I can use this e-module without help	☒			
9.	The tasks are easy to follow	☒			
10.	I can finish the activities on time	☒			

Comment:

STUDENT QUESTIONNAIRE

(Preliminary Trial)

Name : moze a - a

Grade : _____

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
A. Attractiveness					
1.	The pictures are interesting		✓		
2.	The colors look nice		✓		
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do		✓		
7.	The instructions are easy	✓			
8.	I can use this e-module without help	✓			
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Preliminary Trial)

Name : Rauzan

Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting		✓		
2.	The colors look nice		✓		
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do		✓		
7.	The instructions are easy	✓			
8.	I can use this e-module without help		✓		
9.	The tasks are easy to follow		✓		
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Preliminary Trial)

Name : Fauzi
Grade : V

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice		✓		
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do		✓		
7.	The instructions are easy		✓		
8.	I can use this e-module without help		✓		
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

APPENDIX 11 (STUDENT QUESTIONNAIRE 2)

STUDENT QUESTIONNAIRE

(Main Field Trial)

Name : Chad

Grade : A

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice	✓			
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help	✓			
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Main Field Trial)

Name : Yefi
Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice	✓			
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help	✓			
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Main Field Trial)

Name : mozza
Grade : 9

Kindly check the appropriate box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice	✓			
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The <u>games</u> /tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help	✓			
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Main Field Trial)

Name : Eguzan

Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice		✓		
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help		✓		
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

STUDENT QUESTIONNAIRE

(Main Field Trial)

Name : FAUZI
Grade : 4

Kindly check the appropriate box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
					
A. Attractiveness					
1.	The pictures are interesting	✓			
2.	The colors look nice	✓			
3.	The activities are fun	✓			
4.	I enjoy learning with this e-module	✓			
5.	The games/tasks make me excited	✓			
B. Practicality					
6.	I understand what I should do	✓			
7.	The instructions are easy	✓			
8.	I can use this e-module without help	✓			
9.	The tasks are easy to follow	✓			
10.	I can finish the activities on time	✓			

Comment:

APPENDIX 12 (FINAL PRODUCT ELIGIBILITY QUESTIONNAIRE)

FINAL PRODUCT ELIGIBILITY QUESTIONNAIRE

Name of Validator : Nur Fitria Anggrisia, M.Pd
Position : English Language Education Lecturer

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Strongly Disagree

3: Agree

2: Disagree

4: Strongly Agree

A. Material Expert Questionnaire

NO.	STATEMENT	SCORE			
		1	2	3	4
1.	The materials align with the learning outcomes.			✓	
2.	The materials match the learners' level (pre-A1).				✓
3.	The topics relate to students' daily life				✓
4.	Vocabulary is appropriate for elementary students.				✓
5.	Expressions are meaningful and communicative.				✓
6.	Grammar is simple and understandable.			✓	
7.	Instructions are clear and easy to follow.			✓	
8.	Activities progress from simple to complex.				✓
9.	Activities encourage student participation.				✓
10.	Activities support understanding (knowing).				✓
11.	Activities build positive attitude (feeling).				✓
12.	Activities train skills (doing).				✓
13.	Tasks vary (matching, speaking, games, etc.).				✓
14.	Materials encourage interaction among students.				✓
15.	Materials support independent learning.				✓

Malang, __ Mei 2026

Nur Fitria Anggrisia, M. Pd

FINAL PRODUCT ELIGIBILITY QUESTIONNAIRE

Name of Validator : Nur Fitria Anggrisia, M.Pd
 Position : English Language Education Lecturer

Note of the evaluator. Kindly check the appropriate box for your ratings.

- | | |
|----------------------|-------------------|
| 1: Strongly Disagree | 3: Agree |
| 2: Disagree | 4: Strongly Agree |

B. Media Expert Questionnaire

NO.	STATEMENT	SCORE			
		1	2	3	4
1.	The layout is neat and well organized.				✓
2.	Font type and size are readable for children.				✓
3.	Color selection is attractive and comfortable to see.				✓
4.	Images support the learning content.				✓
5.	Images are clear and not distracting.				✓
6.	Navigation buttons are easy to understand.			✓	
7.	The module is easy to operate.			✓	
8.	Instructions for using the module are clear.				✓
9.	Audio (if any) is clear and audible.			✓	
10.	Interactive elements function properly.				✓
11.	The design attracts students' attention.				✓
12.	The appearance is consistent across pages.				✓
13.	The module can be accessed smoothly.				✓
14.	The design supports learning activities.				✓
15.	Overall media quality supports learning effectiveness.				✓

Malang, __ Mei 2026



Nur Fitria Anggrisia, M. Pd

FINAL PRODUCT ELIGIBILITY QUESTIONNAIRE

Name of Validator : Fardhika Saraswati Metrikarini, S.Pd
 Position : Teacher

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Strongly Disagree 3: Agree
 2: Disagree 4: Strongly Agree

C. Language Expert Questionnaire

NO.	STATEMENT	SCORE			
		1	2	3	4
1.	Language used is appropriate for elementary students.				✓
2.	The sentences are easy to understand.				✓
3.	Vocabulary is simple and understandable.				✓
4.	Instructions use clear wording.				✓
5.	No ambiguous or confusing sentences are found.				✓
6.	The tone is friendly for children.				✓
7.	The examples and dialogues are easy for students to understand.				✓
8.	The language level matches the students' English proficiency.				✓
9.	Repetition helps comprehension.				✓
10.	Dialogues reflect real communication.				✓
11.	Spelling and punctuation are correct.				✓
12.	Language supports understanding of the material.				✓
13.	The language supports students in practicing English.				✓
14.	Language is consistent throughout the module.				✓
15.	Overall language quality is appropriate for learning.				✓

Malang, __ Mei 2026



Fardhika Saraswati Metrikarini, S.Pd

APPENDIX 13 (TEACHER SATISFACTION)

TEACHER SATISFACTION QUESTIONNAIRE

Name of Validator : Fardhika Saraswati Metrikarini, S.Pd
Position : Teacher

Note of the evaluator. Kindly check the appropriate box for your ratings.

1: Strongly Disagree 3: Agree
2: Disagree 4: Strongly Agree

NO.	STATEMENT	SCORE			
		1	2	3	4
1.	I am satisfied with the overall quality of the e-module.				✓
2.	The e-module helps me teach the material more comfortably.				✓
3.	The instructions in the e-module are clear and easy to follow.				✓
4.	The activities support my teaching process effectively.				✓
5.	The e-module saves my teaching preparation time.				✓
6.	Students respond positively when using the e-module.				✓
7.	The design and layout make teaching more enjoyable.				✓
8.	The e-module matches my teaching needs in class.				✓
9.	I would like to use this e-module again in future classes.				✓
10.	I would recommend this e-module to other teachers.				✓

Comment:

Malang, __ Mei 2026



Fardhika Saraswati Metrikarini, S.Pd

APPENDIX 14 (STUDENTS SATISFACTION)

STUDENT SATISFACTION QUESTIONNAIRE

Students Name : Cindy
Grade : A

Kindly check the suitable box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
1.	I like learning English using this e-module.	✓			
2.	The activities are fun to do.	✓			
3.	The pictures and colors are interesting.		✓		
4.	The lesson helps me understand English better.		✓		
5.	I want to learn again using this e-module.	✓			

STUDENT SATISFACTION QUESTIONNAIRE

Students Name : Yqfi
Grade : 4

Kindly check the suitable box for your ratings.

😊 : I really like it ee

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
1.	I like learning English using this e-module.	✓			
2.	The activities are fun to do.	✓			
3.	The pictures and colors are interesting.	✓			
4.	The lesson helps me understand English better.	✓			
5.	I want to learn again using this e-module.	✓			

STUDENT SATISFACTION QUESTIONNAIRE

Students Name : Mozza

Grade : 4

Kindly check the suitable box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
1.	I like learning English using this e-module.	✓			
2.	The activities are fun to do.	✓			
3.	The pictures and colors are interesting.		✓		
4.	The lesson helps me understand English better.		✓		
5.	I want to learn again using this e-module.	✓			

STUDENT SATISFACTION QUESTIONNAIRE

Students Name : Favzan

Grade : 4

Kindly check the suitable box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
1.	I like learning English using this e-module.		✓		
2.	The activities are fun to do.	✓			
3.	The pictures and colors are interesting.		✓		
4.	The lesson helps me understand English better.		✓		
5.	I want to learn again using this e-module.		✓		

STUDENT SATISFACTION QUESTIONNAIRE

Students Name : Fauzi
 Grade : 4

Kindly check the suitable box for your ratings.

😊 : I really like it

😐 : It's okay

🙂 : I like it

😞 : I don't like it

NO.	STATEMENT	SCORE			
		😊	🙂	😐	😞
1.	I like learning English using this e-module.	✓			
2.	The activities are fun to do.		✓		
3.	The pictures and colors are interesting.	✓			
4.	The lesson helps me understand English better.	✓			
5.	I want to learn again using this e-module.		✓		

APPENDIX CV

CURRICULUM VITAE



Name : Rahma Adine Wahyu Putri
Place, Date of Birth : Sidoarjo, 07 September 2002
Gender : Female
Religion : Islam
Faculty : Faculty of Education and Teacher Training
Department : English Education
University : UIN Maulana Malik Ibrahim Malang
Email : rahmaadine07@gmail.com
Phone Number : 08113311323
Educational Background : 1. TK Aisyiyah Porong (2007-2009)
2. SDN Gedang 1 (2009-2015)
3. SMPN 1 Porong (2015-2018)
4. SMAN 1 Porong (2018-2021)
5. UIN Maulana Malik Ibrahim Malang (2022-2026)

Malang, 11 Juni 2026

The Researcher

Rahma Adine Wahyu Putri

