

## Development of Literature Based E-modules PjBL Based on Moral Values in Riau Malay Folk Songs in the Merdeka Curriculum

Rita Arianti \* <sup>1 a</sup>, Misra Nofrita <sup>1 b</sup>, Yundi Fitrah <sup>2 c</sup>, Evizariza <sup>3 d</sup>

<sup>1</sup> Language and Literature Education Study Program, Rokania University, Rokan Hulu, Riau, Indonesia

<sup>2</sup> Jambi University, Jambi, Indonesia

<sup>3</sup> Lancang Kuning University, Riau, Indonesia

<sup>a</sup> [ritaarianti935@gmail.com](mailto:ritaarianti935@gmail.com) \*; <sup>b</sup> [misranofrita@rokania.ac.id](mailto:misranofrita@rokania.ac.id), <sup>c</sup> [yundi.fitrah@unja.ac.id](mailto:yundi.fitrah@unja.ac.id), <sup>d</sup> [evizariza@unilak.ac.id](mailto:evizariza@unilak.ac.id)

\*Corresponding Author

**Abstract:** *The urgency of this research is the current decline in student character due to the increasingly advanced influence of globalization, resulting in a moral crisis. To address this problem, teachers need to shape student character in the learning process through engaging content that incorporates local culture, namely Riau Malay folk songs. These folk songs are used as learning content because they contain many moral values, good character, and noble values that can shape students' personalities from an early age, such as mutual cooperation, politeness, obedience, caring, resilience, patience, and compassion. The purpose of this research is to develop an e-module based on Project Based Learning based on moral values in the songs of the Riau Malay people in Literature Learning in Class VIII of Junior High School in the Merdeka curriculum. This research method is a type of development research (Research and Development/R&D). The development model is the ADDIE learning design model (Analysis, Design, Development, Implementation dan Evaluate). The results of this study show the results of expert validation of material, media, language, and presentation of this teaching material are Very Suitable for use in literature learning; and based on teacher assessments of the development of PjBL-based literature learning e-modules, it shows the category of "Very Suitable" and student responses to the e-modules also show "Very Suitable". The conclusion of this study is that the e-modules that have been developed meet the standards for use as teaching materials for literature learning in the Merdeka curriculum.*

**Keywords:** E-module; folk songs; moral values; development; PjBL

### INTRODUCTION

The modern era is an era associated with developments in culture, education, and technology, or digitalization. Along with the development of the times and the rapid development of science and technology, many new things have emerged in human life (Sapitri, Nurlaili., Putri, Delia., and Arianti, 2022). This development of globalization has also had an impact on the decline of moral values in society's social attitudes. These moral values have begun to fade and fade. Globalization has eroded our culture and assimilated it with foreign cultures today (Restika, Resi., et.al. 2022). If these values begin to fade, it causes students to be unable to socialize with their environment. To overcome this problem, it is important to instill moral values in today's young generation for a better future through education in schools. Morals have a meaning related to reason, intellect, customs, and human behavior (Yanti, Fitri., Putri, Delia., and Arianti, 2021). These morals grow in society and are passed down from generation to generation (Yanti, Fitri., et, al. 2022; Hidayat, Mupid., et.al. 2022). Furthermore, moral judgment is an assessment of the good and bad of human behavior (Firwan, 2021). A series of values can serve as a bridge between schools and society: effort, self-development, teamwork, helping others, and empathy (Gil, D, G., et al. 2024). Education is important to be given to students from an early age (Arum, W, S, A., et, al. 2024). In this case, the role of teachers is needed in shaping students' character to be better (Khadijah, K., Suciati, I., Khaerani., Manaf, A., & Sutamrin, 2021).

The digital era requires teachers to be more creative in designing interesting learning media so that students are interested in learning. Every teacher is free to deepen the knowledge of effective teaching in their classroom (Zain, Azizah., Ahmad, Siti Nor Amalina., Ismail, Irwan Mahazir., Masnan, Abdul Halim., Saerani, Muhamad Fazli Taib., Alim, 2024). Teacher creativity will increase by sharing quality knowledge (Mustaqim, I., et, al 2024). Teaching is the core of educational institutions (Wei,J, 2019) In the digital era, teacher skills in utilizing digital technology are also needed (Sriwidaningsih, Rr., & Friskawati, G, 2022)(Huang, 2019). The current influence of globalization affects student characteristics

so that it is necessary to strengthen the content of teaching materials containing interesting and effective moral values to provide understanding to students (Limiansi, Kintan., et, al. 2025). The form of transformation from printed modules to electronic media presentation is e-modules. E-modules are a learning media with an electronic-based system. Educators need to develop learning media to meet student needs in the form of e-modules that are systematically (completely) arranged with the aim of being used for independent learning.

As a teacher's effort to shape students' character, it is necessary to implement moral values by using a literary learning e-module containing Riau Malay folk songs. Folk songs are rhythmic and musical sounds arranged to produce a beautiful harmony (Apriati, Yuli., et al. 2020; (Apriani, E., & Pamuji, S, 2018); Darkembayeva, A, B., et al. 2023). These folk songs are usually sung according to certain events or activities (Nurhasanah and Zuriatin, 2018; Kapoyos, R, J., Suharto., 2022). In folk songs there are moral values internalized in local wisdom (Ramli., et.al. 2024; Chan, A, H, B., et.al. 2024). Folk songs are one of the oral literatures. Oral literature is literature that includes community expressions that are carried out orally from generation to generation over a certain period of time and then become a characteristic of the area (Rahmawati., et al. 2007; Indrawati, S., et al. 2022). Furthermore, oral literature encompasses the literary expressions of a culture's citizens, passed down through generations orally, by word of mouth (Nofrita, Misra., et.al. 2021). Riau Province is one of Indonesia's provinces that still preserves a rich local culture in the form of oral literature. The existence of oral literature in Riau Province has not yet received full attention because many remain unidentified by the government and researchers. Preserving oral literature in the form of folk songs can be done through literature learning by incorporating them into e-learning module content. This aims to preserve the nearly extinct Riau Malay folk songs and to shape students' characters.

The learning model used is *Project based learning*. *Project Based Learning (PjBL)* is a method that has practical meaning and application, and can promote democracy by giving students more opportunities in learning (Agung, I, D, G., et, al. 2022). *Project Based Learning* (project-based learning) is a learning model that uses projects as the core of learning (Iklima, T., & Fadilah, 2022); (Karnando et al., 2021). The implementation of moral values in folk songs is carried out in literature learning in grade VIII of Junior High School. Grade VIII was chosen as the research subject because grade VIII is in the adolescent phase that needs character building due to the influence of rapid globalization. In this phase (grade VIII) students experience puberty and the search for identity so that the role of teachers is needed in shaping the character of students to be directed and better. In shaping student character, teacher creativity is needed in designing interesting learning modules with learning content that contains moral values in oral literature in the form of Riau Malay folk songs. This research is useful as a strategy for preserving culture through educational technology, namely e-literature learning modules, creating a pedagogical model that combines local wisdom with a modern approach (PjBL) implemented in e-literature learning modules, and developing a theoretical framework for the integration of local culture (oral literature in the form of Riau Malay folk songs) in the independent curriculum. Therefore, this article will discuss how to design a literature learning e-module based on Project Based Learning based on moral values in Riau Malay folk songs for junior high schools? and how feasible is the design of a literature learning module based on Project Based Learning based on moral values in Riau Malay folk songs for junior high schools?

## METHODS

This type of research is development research or *research and development* (R&D) (Amril & Thahar, 2022). This research aims to produce a product in the form of an E-Module for learning literature based on *Project Based Learning* Integrated moral values in Riau Malay folk songs. This study connects song lyrics with social identity (Andaryani, E, T., & Utomo, 2024). The e-module development used in this study uses the ADDIE learning design model (*Analysis, Design, Development, Implementation And Evaluate*) (Amalia et al., 2023)(Oktavia, A, S., Djumingin, S., 2021). The basis for choosing the ADDIE model is because the model is suitable for developing a model *instructional* which is right on target, effective, efficient and very helpful in developing learning for educators.

The 5 stages in developing the ADDIE model in this study are: 1) analysis stage (*analysis*), in the form of an analysis of needs, student characteristics, learning objectives, materials, and educational technology. (2) Design stage (*design*), which involves determining the development team, preparing a research schedule, module specifications, material structure, and making a flowchart. (3) Development stage (*development*) includes the product creation process and validation by the expert team. (4) Implementation stage (*implementation*), which involves teacher and student responses to the use of e-teaching modules, and (5) Evaluation stages (*evaluate*) namely conducting an evaluation of the products that have been implemented and adjusting them to the established plan.

After the validation and revision process is carried out and a product is obtained, an empirical trial process is carried out with the aim of getting an idea of whether the model developed is effective and practical compared to the previous model and whether student activity, independence, learning motivation, and student satisfaction have an influence on the learning model. *project based learning* developed. Advantages *Project Based Learning* these include encouraging questions that begin with a problem, focusing on learning objectives, student participation in learning activities, student collaboration, utilizing technology, and producing authentic products (Ferdiani, Rosita, 2024). Project-based learning assisted by e-modules provides opportunities for students to explore by conducting analysis and presentations (Sari, S, N, M., & Isdaryani, 2024). Meanwhile, the trial subjects were carried out on experts and also on students. The trial will be conducted twice, namely: (a) limited trial; and (b) extensive trial.

All data collection instruments in the development of this e-module are derived from theoretical studies and indicators in the research instruments, namely: (a) student learning outcome tests, (b) e-learning needs analysis questionnaires, (c) teacher interviews, (d) e-module validation questionnaires by a team of experts, (e) teacher and student response questionnaires to the e-module. Validity and reliability tests will be conducted in this study. The data collection techniques of this research are analyzing moral values in Riau Malay folk songs, analyzing the needs of students and teachers in literature learning, designing PjBL-based e-modules, validating the e-modules by a team of experts, implementing the e-modules to small groups in schools, and collecting teacher and student responses to the literature learning e-modules that have been implemented in class VIII of SMP Negeri 3 Rambah. The data analysis techniques in this research include: (a) learning outcome test, (b) expert validation data analysis, and (c) analysis of teacher and student responses to the use of literature-based learning e-modules *Project Based Learning* ; (d) conclude the research results. The following are guidelines for scoring the results of the eligibility of literature learning e-modules.

$$P(x) = \frac{\text{score obtained}}{\text{maximum score}} \times 100 \%$$

Information:

P (x) = Percentage of Feasibility

The following are the assessment criteria for e-modules by expert validators and the assessment criteria for student response questionnaires for PjBL-based e-modules.

**Table 1.** Evaluation Criteria for Material Experts, Media Experts, Linguistic Experts, Presentation Experts and Teacher Evaluation

| Average Answer Score | Criteria            |
|----------------------|---------------------|
| >3,25 – 4            | Very Worthy (SL)    |
| >2,5 - 3,25          | Worthy (L)          |
| >1,75 - 2,5          | Not Eligible (TL)   |
| >1 – 1,75            | Totally Unfit (STL) |

(Widoyoko, 2012)

**Table 2.** Assessment Criteria for Student Response Questionnaire

| No. | Percentage (%) | Criteria         |
|-----|----------------|------------------|
| 1   | > 75-100       | Very Worthy      |
| 2   | >50 -75        | Eligible         |
| 3   | > 25-50        | Not feasible     |
| 4   | > 0-25         | Totally Unworthy |

(Widoyoko, 2012)

## RESULTS AND DISCUSSION

The results of this research and development (R&D) are PjBL-based literature learning e-modules based on moral values in Riau Malay Folk Songs for junior high schools. In the process of developing these teaching materials, the ADDIE development model was used (*Analysis, Desain, Development, Implementation, Evaluate*) with five stages of development carried out, namely assessment/analysis is divided into needs analysis, and early-late analysis, design, development, implementation, and evaluation. Media and material assessments were conducted by media experts, material experts, presentation experts, and language experts. Teacher assessments and student responses to the e-modules were developed through questionnaires.

### Analysis Level

In this analysis stage, the data obtained came from the distribution of questionnaires about student needs and the results of interviews with an Indonesian language teacher of class VIII SMP Negeri 3 Rambah. The purpose of this data collection was to identify problems faced by students during the learning process and the problems faced by teachers during the teaching process. Observations were conducted on 30 students who are class VIII SMP Negeri 3 Rambah. Data were obtained from questionnaires on needs, student characteristics, learning objectives, and materials. From the data obtained, the following analysis was carried out:

### Needs Analysis

Based on the results of interviews between researchers and Indonesian language teachers of class VIII at SMP Negeri 3 Rambah, it shows that in the learning process in class for the Indonesian language subject, the material Reviewing Fiction and Creating Poetry, in general students have a high interest in learning the majority of students show good interest in the learning. But some students experience difficulties and lack interest in learning literature in learning to write reviews and create poetry because the use of very limited teaching materials at SMP Negeri 3 Rambah. There are no innovative, interactive, and interesting learning resources. Teachers hope to be able to create teaching materials that can help the learning process to be better.

Based on the results of the analysis of the student needs questionnaire given to 26 students in class VIII.2 of SMP Negeri 3 Rambah, it can be concluded that the results of the analysis of the student needs questionnaire distributed to 26 students in class VIII of SMP Negeri 3 Rambah show that as many as 76.92 % of students have personal smartphones, 42.31 % bring smartphones to school, 42.31 often use the internet for learning needs, 34.61 % of smartphones are often involved in learning by teachers, 65.39% of students prefer learning resources in softcopy form, 100% of students have difficulty finding material from hardcopy book sources, 69.23% of students experience difficulties in learning literature, especially the material on Reviewing Fiction and Creating Poetry, 19.23 % of students understand the learning of Reviewing Fiction and Creating Poetry, 23.08 students like video learning, 26.03% like learning resources with an attractive appearance, 73.07% really need interesting learning media to learn the material of reviewing fiction and creating poetry.

The analysis results show that students really need interesting learning media in literature learning so they can easily understand the material reviewing fiction and creating poetry. Students also stated that they will be more motivated and enthusiastic when learning using interesting learning materials and videos. Material that was initially abstract will be presented concretely with the support of images, videos, and information presented in softcopy using smartphones. Through the analysis of student needs, it is necessary to design learning media in the form of e-modules for literature learning to increase student interest and attraction in learning. In this study, learning was implemented with e-modules for

literature learning based on PjBL based on Riau Malay folk songs so that students are interested and more enthusiastic in learning.

### Design

The design stage aims to design the learning materials developed to obtain e-modules. The design stages include determining learning objectives, preparing tests or evaluation tools, designing the initial product and material structure, collecting materials, and preparing assessment instruments. Based on Permendikbud No. 69 of 2013, the material structure is presented by following learning principles and in accordance with the learning objectives obtained from the description of core competencies, basic competencies, and learning indicators. The design plan for this product development is as follows:



Figure 1. Module Cover Page



"Selam semangat untuk memulai petualangan bangsa yang berkeadilan dan cinta budaya!"

Halo, teman yang penuh belajar!

Saat ini, Anda telah memasuki bagian materi pembelajaran sastra kelas VIII. Setelah Menengah Pertama yaitu Mempelajari Karya Fiksi dan Menemukan Fakta pada mata pelajaran Bahasa Indonesia. Karya fiksi (novel) adalah karya hasil perbedaan antara perasaan dan pikiran (Cherianto, 2000). Wellek dan Warren (2009), mendefinisikan karya fiksi sebagai cerita atau latar yang bersumber dari imajinasi. Meskipun karya fiksi adalah cerita rekayasa yang berwujud dari imajinasi penulis, ada pelajaran penting berupa nilai moral di dalamnya tentang cara menghadapi masalah dalam kehidupan nyata. Cerita rakyat adalah salah satu cerita yang berupa sastra lisan dan berkembang di masyarakat secara turun temurun. Cerita rakyat juga bisa diilustrasikan dalam bentuk nyanyian rakyat. Nyanyian rakyat adalah Bunyi (suara) yang berirama dan terbagi musik yang terangkai sehingga menghasilkan suatu harmonisasi yang

Figure 2. Module Introduction

Figure 4.1 is a display of the teaching module developed with the title "This is a display of the cover of the module developed, with the title "Model-Based Literature Learning Module *Project Based Learning*". The title provides an overview that the module contains a collection of materials and LKPD regarding Literature Learning in grade VIII for SMP in the independent curriculum.

### Plan Eligibility

The purpose of this quantitative descriptive analysis is to describe the data obtained through validation tests conducted by material experts, media experts, and teaching experts on the developed product. The following data results are obtained.

### Materials Expert Validation

The material validation stage was conducted by Dr. Hermawan, M.Hum., a lecturer in the Indonesian Language and Literature Education Study Program at Rokania University. Several indicators were assessed, including the suitability of the material to the video and images, the suitability of the material to the curriculum, the suitability of the material to the CP, TP, and ATP, and the use of effective sentences in the e-module. Validation by material experts was conducted to obtain media that was suitable for testing.

Based on the validation results by the material experts above, a total score of 37 was obtained in the interval  $> 3.25 - 4$  with an average of 3.8 in the very feasible category (92.5). The results of this material expert validation obtained the results that the developed media was declared feasible to be tested with

revisions. Revisions were made in accordance with the comments and suggestions given by the media experts. The suggestions given by the material experts were: adding new information when describing the material. The validator stated that the teaching material in the form of a PjBL-based literature learning e-module based on moral values in Riau Malay folk songs in literature learning in Junior High Schools could be used and was very feasible to be tested.

### **Linguist Expert Validation**

This linguistic validation stage was conducted by Dr. Misra Nofrita, S.S., M.Pd., a lecturer in the Indonesian Language and Literature Education Study Program at Rokania University. Several indicators were assessed, including the accuracy of the sentence structure used in the module, the effectiveness of the sentences in the module, the standardization of terms in the module, and the language used in the module with good and correct Indonesian spelling. Validation by linguistic experts resulted in the media being suitable for testing.

Based on the validation results by the linguists above, a total score of 33 was obtained in the interval  $> 3.25 - 4$  with an average of 3.3 in the very feasible category (91.67). The results of the validation by the linguists obtained the results that the developed e-module was declared feasible to be tested with revisions. The revisions were made in accordance with the comments and suggestions given by the linguists. The suggestions given by the material experts were: overall it was good and suited to the students' conditions, but there were several things that needed to be interesting and arouse students' interest in the e-module.

### **Display Expert Validation**

The validation stage of the e-module presentation was carried out by Prof. Dr. Yundi Fitrah, S.S., M.Hum., a lecturer in the Indonesian Language and Literature Education Study Program at the University of Jambi. Several indicators were assessed, namely the continuity of systematic presentation, the integrity of the presentation of the Learning Implementation Plan section, the integrity of the presentation of the student's LKPD section, the integrity of the presentation of the teaching material section. Expert validation of the presentation was carried out to obtain a media that was suitable for testing.

Based on the validation results by the presentation expert above, a total score of 16 was obtained in the interval  $> 3.25 - 4$  with an average of 4 being in the very feasible category (100). The results of the presentation expert validation obtained the result that the developed e-module was declared feasible for testing with revisions. The revisions were made in accordance with the comments and suggestions given by the presentation expert. The suggestions given by the presentation expert were: the images should have a Malay nuance.

### **Media Expert Validation**

The completed product is submitted to a media expert for review and assessment. During the assessment, the media expert completes a media validation instrument. This validation instrument includes suggestions and comments from the media expert, and the results provide qualitative data on the product's suitability for testing.

From the validation results by the media experts above, a total score of 37 was obtained in the interval  $> 3.25 - 4$  with an average of 3.7 in the very feasible category (92.5). The results of the media expert validation obtained the results that the developed media was declared very feasible to be tested with revisions. Revisions were made in accordance with the comments and suggestions given by the media experts. The Media Expert Validator is Firman Santosa, S.Kom., M.Kom. is a lecturer at the Computer Science Study Program at Rokania University. The suggestions given by the media experts are: the media is already interesting, it needs to be developed into an Android/iOS-based application.

### **Quantitative Analysis of Plans**

The steps used to determine the average feasibility of a module design are quantitative analysis. The calculated results are taken from expert validation. The formula used to calculate the average feasibility of a product design in the form of a module is:

**Table 3.** Quantitative Data

| No.       | Appraiser        | Score  | Eligibility Criteria |
|-----------|------------------|--------|----------------------|
| 1.        | Materials expert | 95     | Very Worthy          |
| 2.        | Linguist expert  | 91,67  | Very Worthy          |
| 3.        | Media expert     | 92,5   | Very Worthy          |
| 4.        | Display expert   | 100    | Very Worthy          |
| Amount    |                  | 379,17 |                      |
| Rate-rate |                  | 94,79  |                      |

$$\bar{x} = \frac{\sum x}{N}$$

Information:

$\bar{x}$  = rata-rata

$\sum x$  = sum of values

N = Number of assessors

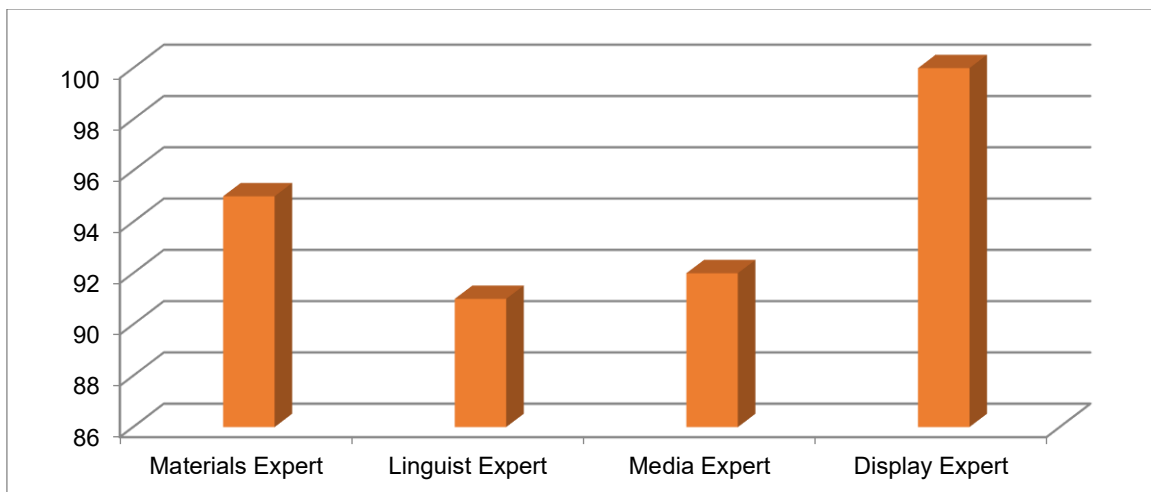
After knowing the average feasibility of the learning module design, the next step is to calculate the average feasibility value using the formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{379,17}{4}$$

$$\bar{x} = 94,79$$

When presented with a bar diagram, the following results can be obtained:

**Figure 3.** E-Module Plan Eligibility Diagram

Based on the results of data processing obtained from experts regarding the design of learning modules, it can be seen that the average value is 94.79 with the criteria of "Very Appropriate", because if seen from the average score obtained by the four teaching experts, it shows a percentage between 81-100%. Then the module that is compiled can help students in understanding the teaching material and students can be motivated to learn so that students are more active and creative in participating in learning. Media in the form of modules can improve students' abilities in writing poetry. So the design of a poetry text module based on Project Based Learning for grade VIII students is very suitable for use in the learning process.

## Effectiveness of Literature-based Learning E-modulesProject Based Learning (PjBL)

**Table 4.** E-Module Effectiveness Data

| Aspect                       | Pretest | Posttest | Improvement |
|------------------------------|---------|----------|-------------|
| Literature learning outcomes | 67,00   | 83,00    | 16,00       |
| Ability to write reviews     | 66,00   | 84,00    | 18,00       |
| Ability to write poetry      | 69,00   | 85,00    | 16,00       |
| Understanding moral values   | 68,00   | 87,00    | 19,00       |
| Rate-rate                    | 67,50   | 84,75    | 17,25       |

**Table 5.** N-Gaincan be arranged as follows.

| Aspect                       | Pretest | Posttest | N-Gain | Category  |
|------------------------------|---------|----------|--------|-----------|
| Literature learning outcomes | 67,00   | 83,00    | 0,48   | Currently |
| Ability to write reviews     | 66,00   | 84,00    | 0,53   | Currently |
| Ability to write poetry      | 69,00   | 85,00    | 0,52   | Currently |
| Understanding moral values   | 68,00   | 87,00    | 0,59   | Currently |
| Rate-rate                    | 67,50   | 84,75    | 0,53   | Currently |

The average student grades increased from 67,50 on the pretest to be 84,75 on the posttest, or increased by 17.25 points. The N-Gain calculation produces an average value 0,53, which is included in the category currently. The highest increase was in the aspect of understanding moral values, with N-Gain of 0,59, while the lowest increase was found in literature learning outcomes, with N-Gain of 0,48.

### Discussion

Electronic module based *Project Based Learning* (PjBL) based on moral values in Riau Malay folk songs is a teaching material for literature learning for grade VIII of the Independent Curriculum, covering the material of Reviewing Fictional Works and Creating Poetry. This e-module product was developed using the Canva application to facilitate attractive and varied designs. This web-based e-module can be accessed by teachers and students as a guide in learning literature for grade VIII. This e-module makes it easy for students to learn both independently and in groups. The e-module can be used via smartphone and accessed anywhere. The web link for this e-module for learning literature is <https://emodulsastra.com>. Before starting to learn, each user must first register with their respective Gmail.

Furthermore, the e-module provides various media in the form of images and videos, Student Worksheets (LKPD), Material Descriptions containing content on the moral values of Riau Malay folk songs, and Projects that students will work on in each literature learning material, namely writing reviews and poetry writing projects. The module content is the moral values in Riau Malay folk songs. The development is in the form of e-module teaching materials for literature learning based on *Project Based Learning* (PjBL) based on moral values in Riau Malay folk songs using the ADDIE model, has five stages, namely: needs analysis, design, development, implementation, and evaluation.

In the analysis stage, the researcher conducted a student needs analysis. In this stage, the researcher administered a questionnaire to students to determine their needs related to the problems they faced in learning literature. The analysis stage included needs analysis, student characteristics analysis, objectives analysis, materials analysis, and educational technology analysis. In addition, the researcher interviewed Indonesian language teachers regarding the learning needs of students in grade VIII of SMP Negeri 3 Rambah.

In the analysis stage, from the results of interviews with Indonesian language teachers of class VIII SMP Negeri 3 Rambah, it was concluded that the teaching materials for literature learning were inadequate, students still had difficulty in creating projects for writing reviews and writing poetry. The availability of teaching materials was still very limited, especially literary materials, so the role of teachers was needed to overcome this problem by creating innovative and interesting teaching materials. Students were very enthusiastic when using media *soft copy* Compared to print media, it's more practical

and allows for independent learning at home. Previous literature learning content hasn't motivated students to learn actively and innovatively, especially in producing projects of literary value. Through this developed literature e-module, it is hoped that it can provide effective and innovative solutions to improve the quality of literature learning in class VIII of SMP Negeri 3 Rambah.

The second stage, the design stage, is the stage of designing teaching modules according to student needs. This stage includes formulating a development team, research schedule, media specifications, material structure, and creation *flowchart*. The e-module content was developed based on the moral values of Riau Malay folk songs which can help shape students' character. This e-module was developed by incorporating text, images, videos, color, exercises/assignments, student worksheets (LKPD), and steps for writing a review and poetry project. The goal is to help students learn more systematically and critically and think critically about the review and poetry material based on the moral values of Riau Malay folk songs.

The third stage is the development stage (*development*) is a product that has been designed and developed into a preliminary product. The components in the teaching module are aligned with a flowchart designed using Canva. The completed initial product was then submitted to validators for validation. Validation was conducted by media experts, presentation experts, content experts, and language experts. The validation results were then used to revise the developed product. After validation by four expert teams, a trial was conducted on small groups at schools to ensure the product met eligibility standards.

Based on the validation results by media experts, a total score of 37 was obtained in the interval  $> 3.25 - 4$  with an average of 3.7 in the very feasible category. The validation results by material experts obtained a total score of 37 in the interval  $> 3.25 - 4$  with an average of 3.8 in the very feasible category. The results of linguistic validation obtained a total score of 33 in the interval  $> 3.25 - 4$  with an average of 3.3 in the very feasible category. Furthermore, the validation results by presentation experts obtained a total score of 16 in the interval  $> 3.25 - 4$  with an average of 4 in the very feasible category. The results of the validation by media, material, linguistic, and presentation experts obtained the results that the developed e-module was declared suitable for testing with revisions.

The validation process for the developed e-module met the expert validator's perspectives in the fields of media, language, materials, and presentation. Before being administered to students, teachers were first asked to respond to the e-module. Based on the results of the teacher assessment instrument for the developed e-module, a total score of 56 was obtained with an average of 3.3 in the very appropriate category, as indicated by an interval of  $> 3.25 - 4$ , thus making this e-module suitable for testing.

In the fourth stage, namely the implementation stage, testing was conducted on the e-module product in the form of a small group trial. The e-module that has been prepared will be tested on a limited basis with a small group consisting of 10 eighth grade students of SMP Negeri 3 Rambah, who have varying levels of cognitive abilities from low, medium, to high. In the trial, the developer provided an e-module link to students so that they could be accessed via their respective smartphones. After the e-module was opened on their smartphones, the developer provided instructions to students on how to use the e-module. Next, students were given the opportunity to operate the e-module. After students finished using the e-module product, they were asked to fill out a student response questionnaire regarding the product. Based on the data from the student responses, it was found that the total number of respondents' answers (F) was 551, with a percentage of 91.83% of students saying the e-module was "very suitable" to help learn literature in eighth grade.

In the fifth stage, namely evaluation, namely the use of e-modules can help learn independently and anywhere, and can improve understanding and increase students' interest in learning. Based on the e-module development process, it can be concluded that it is valid and suitable for use. The results of field tests show that the use of PjBL-based literature learning e-modules based on moral values in Riau Malay folk songs in the learning process is effective in improving student learning outcomes and strengthening student character. In addition, the learning process using this literature learning e-module runs smoothly and is enjoyable.

The novelty of this research lies in the development of an electronic module based on Project Based Learning (PjBL) that integrates moral values in Riau Malay folk songs as a source of literary learning in

the context of the Independent Curriculum. This integration not only places Riau Malay folk songs as teaching materials, but also makes them a source of cultural literacy that students study, interpret, and transform into learning projects. Theoretically, this research offers a conceptual model of the integration of cultural literacy, values education, and project-based learning in Indonesian language learning. The moral values contained in Riau Malay folk songs are positioned as the basis for forming contextual, reflective, creative, and meaningful learning experiences. Through the PjBL approach, students not only understand the elements and meaning of literary works, but also carry out the process of exploration, interpretation, collaboration, product creation, and reflection on the moral values discovered. The theoretical contribution of this research is to expand the application of PjBL in local culture-based literature learning through an integrative framework between learning technology (electronic modules), pedagogy (PjBL), character/moral values education, and ethno-literacy (Riau Malay folk songs). This framework is expected to serve as a conceptual foundation for the development of digital teaching materials that are not only oriented towards achieving academic competencies, but also on strengthening students' character, cultural identity, creativity, collaboration, and critical thinking skills in accordance with the direction of the Merdeka Curriculum.

### CONCLUSION

Based on the results of the research and discussion related to the development of e-modules for learning literature based on Riau Malay folk songs, the following conclusions can be drawn: (1) teaching materials for e-modules for learning literature based on Riau Malay folk songs. *Project Based Learning (PjBL)* based on moral values in Riau Malay folk songs using the ADDIE model consisting of five stages, namely (a) analysis stage, in the form of an analysis of needs, student characteristics, learning objectives, materials, and educational technology. (b) Design stage, which involves determining the development team, preparing a research schedule, module specifications, material structure, and making a flowchart. (c) Development stage, includes the product creation process and validation by the expert team. (d) Implementation stage, which involves teacher and student responses to the use of e-learning modules, and (e) evaluation stages, namely evaluating products that have been implemented and adjusting them to the established plan. (2) The feasibility of PjBL-based literature learning e-modules is determined through the results of expert validation of materials, media, language, and presentation, which concludes that this teaching material is Very Suitable for use in literature learning. This assessment is in accordance with the standards set by the National Education Standards Agency (BSNP), so it can be ensured that the e-module that has been developed has met the requirements for testing; and (3) based on teacher assessments of the development of PjBL-based literature learning e-modules, it shows the category "Very Suitable" and student responses to the e-module also show "Very Suitable". Therefore, it can be concluded that the product that has been developed meets the standards for use as teaching materials.

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