BIPA-2 READING-WRITING E-MODULE DESIGN USING INTEGRATIVE APPROACH AND MULTICULTURAL BASED

Dessy Senjawati
Master Student of Universitas Pendidikan Indonesia
dessysenjawati@gmail.com
Nuny Sulistiany Idris
Lecturer of Universitas Pendidikan Indonesia
nuny@upi.edu
Suci Sundusiah
Lecturer of Universitas Pendidikan Indonesia
suci.sundusiah@upi.edu

Abstract

The learning material development of Indonesian as a foreign language study (BIPA), especially electronic module of BIPA 2 is considered urgent since there are a lot of BIPA students who live abroad and cannot access Indonesian learning material easily. Thus, the aim of this study is to describe the need analysis and describe the design of the BIPA 2 Reading-Writing E-Module Using Integrative Approach and Multicultural Based. This research used ADDIE method (Analysis, Design, Development, Implentation, Evaluation). Specifically, on this research, the researcher explains the need analysis of BIPA 2 students and teachers regarding the needs for BIPA 2 E-Module. Moreover, on this research, the researcher also describes the design steps of BIPA 2 E-Module. The participants of this study were 4 BIPA 2 teachers and 4 BIPA 2 students from different institutions. The result of this research was that there were needs from teachers and students for the development of BIPA 2 E-Module. Then, the data of the need analysis was analyzed to design the product. The design of the product is essential in order to facilitate both students and teachers in teaching and learning Indonesian, to improve the students' skills in reading and writing and to support BIPA students all over the world to study Indonesian since the product will be available to be downloaded on the internet.
Keywords: BIPA, E-Module, Integrative Approach, Multiculturalism

Abstrak

Pengembangan bahan ajar bahasa Indonesia sebagai bahan ajar bahasa asing (BIPA), khususnya modul elektronik BIPA 2, dinilai mendesak karena banyak mahasiswa BIPA yang tinggal di luar negeri dan tidak dapat mengakses bahan ajar bahasa Indonesia dengan mudah. Dengan demikian, tujuan dari penelitian ini adalah untuk mendeskripsikan analisis kebutuhan dan mendeskripsikan desain E-Modul Baca-Tulis BIPA 2 Menggunakan Pendekatan Integratif dan Berbasis Multikultural. Penelitian ini menggunakan metode ADDIE (Analisis, Desain, Pengembangan, Implementasi, Evaluasi). Secara khusus pada penelitian ini, peneliti memaparkan analisis kebutuhan siswa dan guru BIPA 2 terkait kebutuhan E-Modul BIPA 2. Selain itu, pada penelitian ini peneliti juga memaparkan langkah-langkah perancangan E-Modul BIPA 2. Partisipan penelitian ini adalah 4 orang pengajar BIPA 2 dan 4 orang siswa BIPA 2 dari institusi yang berbeda. Hasil dari penelitian ini adalah adanya kebutuhan dari guru dan siswa untuk pengembangan E-Modul BIPA 2. Kemudian, data analisis kebutuhan dianalisis untuk merancang produk. Rancangan produk ini sangat penting untuk memudahkan siswa dan guru dalam belajar dan mengajar bahasa Indonesia, untuk meningkatkan keterampilan siswa dalam membaca dan menulis dan untuk mendukung siswa BIPA di seluruh dunia untuk belajar bahasa Indonesia karena produk akan tersedia untuk umum. dapat diunduh di internet.
Kata kunci: BIPA, E-Modul, Pendekatan Integratif, Multikulturalisme

INTRODUCTION

As a new field of science, BIPA teaching materials are still limited in number compared to other fields of science, especially electronic-based teaching materials (E-Modules). E-Module or electronic module is an innovation that utilizes technology by turning conventional books into books that can be accessed anywhere and anytime. Nowadays, online learning is practiced all over the world. BIPA learners who want to learn Indonesian carry out online learning because their condition does not allow them to do face-to-face learning. In addition, BIPA learners who are scattered around the world live in different timezones so they often have difficulty following BIPA learning in Indonesia. Another thing that supports online learning is the implementation of the industrial revolution 4.0 where education in Indonesia needs to keep up with technological advances. One form of development of technological progress in education is the implementation of online learning and digitization of teaching materials used. Therefore, the development of BIPA E-Modules is important to do to facilitate BIPA learning for BIPA learners and to keep up with technological developments.

The usefulness of E-Modules in online classes is proven by the research of Dwianti, Supriatna & Marini (2021)[1]; Agustin, Kusumajanto, Wahyudi, & Hidayat (2021)[2]; Masruroh & Agustina (2021)[3]; Hirzan & Yuhendri (2020)[4]; Maharcika, Suarni, & Gunamantha (2021)[5]; Pinontoan, Walean, & Lengkong (2021)[6]; Retnosari & Hakim (2021)[7]; Prihatiningtyas & Tijanuddarori (2021)[8]; Nurhidayah, Firdaus, Amaliah, & Atirah (2021)[9]; Prameswari, Roekhan, &

---

[1] Dwiyanti, Indri, A. R. Supriatna, and Arita Marini. "Studi fenomenologi penggunaan e-modul dalam pembelajaran daring muatan IPA di SD Muhammadiyah 5 Jakarta." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 6.1 (2021): 74-88.

[2] Agustin, Eva Cahyani, et al. "Pengembangan E-modul berbantuan aplikasi Flip Builder pada mata pelajaran marketing (Studi pada kelas x bisnis daring dan pemasaran SMKN 1 Turen)." *Jurnal Ekonomi, Bisnis dan Pendidikan (JEBP)* 1.5 (2021): 470-478.

[3] Masruroh, Dewi, and Yuli Agustina. "E-modul berbasis Android sebagai pendukung pembelajaran daring dan upaya untuk meningkatkan hasil belajar peserta didik." *Jurnal Ekonomi, Bisnis dan Pendidikan (JEBP)* 1.6 (2021): 559-568.

[4] Hirzan, Luthfil, and Muldi Yuhendri. "Pengembangan E-Modul Mata Pelajaran Instalasi Penerangan Listrik untuk Pembelajaran Daring." *Jurnal Pendidikan Teknik Elektro* 1.1 (2020): 142-146.

[5] Maharcika, Anak Agung Meka, Ni Ketut Suarni, and I. Made Gunamantha. "Pengembangan modul elektronik (E-Modul) berbasis flipbook maker untuk subtema pekerjaan di sekitarku kelas IV SD/MI." *PENDASI: Jurnal Pendidikan Dasar Indonesia* 5.2 (2021): 165-174.

[6] Pinontoan, Kinzie Feliciano, Mario Walean, and Andreuw Vandy Lengkong. "Pembelajaran daring menggunakan e-modul pada flipped classroom statistika untuk meningkatkan kemampuan bernalar dan intensi berwirausaha." *Jurnal Inovasi dan Teknologi Pembelajaran (JINOTEP): Kajian dan Riset Dalam Teknologi Pembelajaran* 8.1 (2021): 1-10.

[7] Retnosari, Dyah Silvian, and Luqman Hakim. "E-Modul Interaktif Perbankan Syariah Sebagai Bahan Ajar Alternatif dalam Menunjang Perkuliahan Daring Mahasiswa." *Jurnal Penelitian Dan Pengembangan Pendidikan* 5.2 (2021): 206-214.

[8] Prihatiningtyas, Suci, and M. Wildan Tijanuddarori. "Media interaktif e-modul biologi materi virus sebagai pendukung pembelajaran daring di MAN 3 Jombang." *JoEMS (Journal of Education and Management Studies)* 4.3 (2021): 1-8.

[9] Nurhidayah, Nurhidayah, et al. "Pengembangan E-Modul Berbantuan QR Code pada Pembelajaran Daring Mata Pelajaran Biologi Materi Sel Kelas XI MIA." *SAINTIFIK* 7.2 (2021): 105-111.

Widyartono (2021)[10]; Andermi & Eliza (2021)[11]; Aprianka, Setiani, & Imswatama (2021)[12]; Fahlevi & Asrizal (2021)[13]; Djeni & Nasikhah (2022)[14]; Huda (2022)[15]; Ekawarna, Denmar, & Hutabarat (2022)[16]; and Kusumasari, Chandra, Muksar, & Rahardi (2022)[17] that the developed E-Modules are proven to be able to help teachers and learners during online learning, stimulate students in learning, motivate students to learn, achieve learning objectives, make it easier for teachers to deliver subject matter online, be practical, effective, and foster a sense of independent learning in learners.

Of the BIPA E-Modules that have been published and used by BIPA teachers and learners, there are no BIPA E-Modules that are multicultural-based. Multiculturalism is the recognition of cultural diversity, such as belief, race, and religion (Cambridge Online Dictionary, 2022). Experts suggest that multiculturalism is racial and ethnic diversity and richness.[18] Indonesia is a country rich in cultural and ethnic diversity, so multicultural knowledge is important to be integrated into the E-Module in order to broaden the BIPA learners' knowledge about Indonesia.

In addition to multicultural content, the development of E-Modules is structured with reading and writing language skills. Nuttall suggests that reading is a communication process in the form of receiving messages or writing conveyed by the author to the reader as well as the process of transferring meaning from mind to mind.[19] The writing skill is a process of visualizing a series of ideas arranged into written form. In writing, learners perform two main activities to be

---

[10] Prameswari, Astria, Roekhan Roekhan, and Didin Widyartono. "E-Modul Puisi Berbasis Aplikasi Desia untuk Siswa Kelas X SMA." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6.9 (2021): 1454-1462.

[11] Andermi, Aulia Dara, and Fivia Eliza. "Pengembangan E-Modul Pembelajaran Instalasi Penerangan Listrik di Sekolah Menengah Kejuruan." *Jurnal Pendidikan Teknik Elektro* 2.2 (2021): 24-27.

[12] Aprianka, Salma, Ana Setiani, and Aritsya Imswatama. "Validitas E–Modul Berbasis Open Ended Meteri Sistem Persamaan Linear Dua Variabel Pada Pembelajaran Daring untuk Siswa SMK." *Jurnal Cendekia: Jurnal Pendidikan Matematika* 5.3 (2021): 3111-3122.

[13] Fahlevi, Aditya, and Asrizal Asrizal. "Efektivitas e-modul getaran dalam kehidupan sehari-hari pada pembelajaran daring untuk meningkatkan keterampilan proses sains siswa." *Jurnal Pendidikan Fisika dan Teknologi* 7.2 (2021): 111-118.

[14] Djeni, Darwin, and Jamiatun Nasikhah. "Efektifitas Pembelajaran Daring dengan E-Modul Terintegrasi Google Education pada Mata Pelajaran Matematika Kelas VIII." *Al-Fikru: Jurnal Pendidikan Dan Sains* 3.1 (2022): 44-56.

[15] Huda, M. Misbachul Huda M. Misbachul. "Pengaruh Penggunaan E-Modul Berbasis Flip Html 5 Dalam Pembelajaran Daring Terhadap Motivasi Belajar Siswa Kelas V SD." *Jurnal Pena Karakter* 4.2 (2022).

[16] Ekawarna, Ekawarna. "Pengembangan Modul Perbankan Dasar untuk Kelas X SMK dan Implementasinya Pada Pembelajaran Daring." *Jurnal Ilmiah Indonesia* 7.3 (2022): 1196-1205.

[17] Kusumasari, Vita, et al. "Pengembangan E-Modul Berbasis Problem Based Learning untuk Mendukung Pembelajaran Daring dengan Flipped Classroom." *PRISMA, Prosiding Seminar Nasional Matematika*. Vol. 5. 2022.

[18] Gay, Geneva. "Multiethnic education: Historical developments and future prospects." *The Phi Delta Kappan* 64.8 (1983): 560-563.

[19] Nuttall, Christine. *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1996.

able to produce writing, which are the activity of generating ideas and the activity of pouring ideas.[20] These two language skills are integrated into the module development.

The research on the development of teaching materials is aimed at BIPA 2 learners. This is done considering that based on Google Scholar, there are only 90 studies that carry out the development of teaching materials for BIPA 2 learners throughout Indonesia until 2020. This figure is considered significantly different compared to research on the development of teaching materials for BIPA 1 which amounted to 299 studies until 2020 throughout Indonesia. This shows that the development of teaching materials for BIPA 2 is still rarely carried out by researchers so that there is an urgency in developing teaching materials for BIPA 2.[21]

The above presentation encourages the author to design BIPA 2 E-Module content to hone learners' reading and writing language skills. The E-Module is designed based on the Graduate Competency Standards listed in the Minister of Education and Culture Regulation No. 27 of 2017 with an integrative approach and based on multicultural content as well as based on the needs analysis of learners and teachers.

RESEARCH METHODS

The method used in this research is the ADDIE type of Research and Development method. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluation. ADDIE is a model that has a product development concept. This model has a philosophy that learning should be designed to be student-centered, innovative, authentic, and inspiring. In addition, this model functions as a guide for appropriate complex situations in developing educational products or other learning resources.[22]

The participants of this study were four teachers and four learners of BIPA 2. All teachers are competent teachers who have taught BIPA in the country and abroad. The needs analysis data were obtained by using interview instruments for the teachers and questionnaires for the learners. In addition, the product development design will be elaborated with: syllabus, design, reading-writing skills, integrative approach, and multiculturalism.

---

[20] Romadhon, Sahrul. *Manajerial Keterampilan Menulis: Kiat Sukses Menulis Ragam Teks Fiksi dan Nonfiksi*. Vol. 105. Duta Media Publishing, 2019.

[21] Ilmiah, Himmatun, et al. "Bahan Ajar Daring Tata Bahasa bagi Pelajar BIPA 2." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6.6 (2021): 874-880.

[22] Branch, Robert Maribe. *Instructional design: The ADDIE approach*. Vol. 722. New York: Springer, 2009.

RESULTS AND DISCUSSION

Needs Analysis Results

From all the data analyzing the needs of BIPA 2 teachers and learners, the conclusion of the needs of BIPA 2 teachers and learners is as follows:
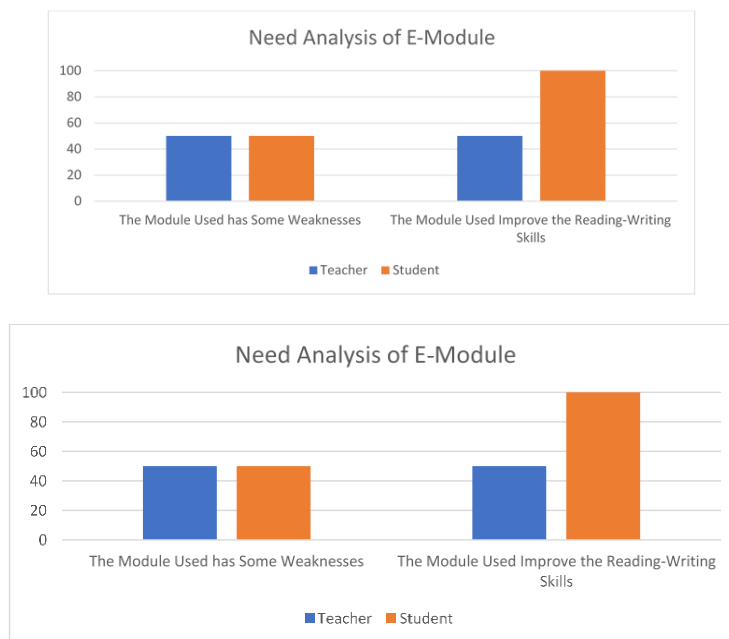

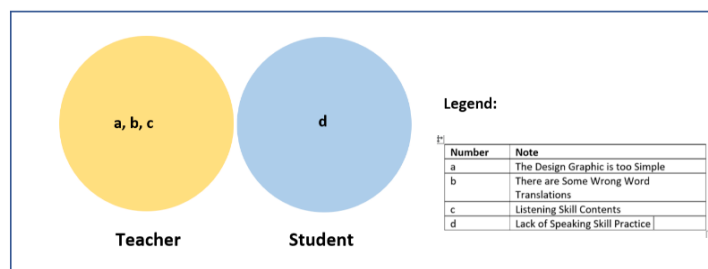Figure 1. Need Analysis of BIPA 2 Teachers and Students
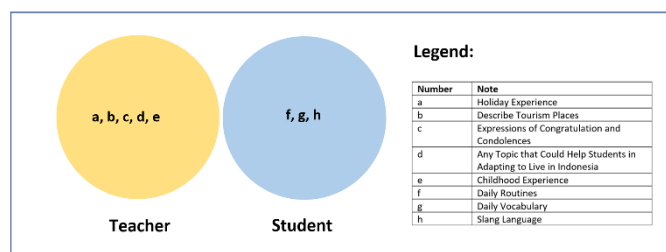

Figure 2. The Weaknesses of the Module Use

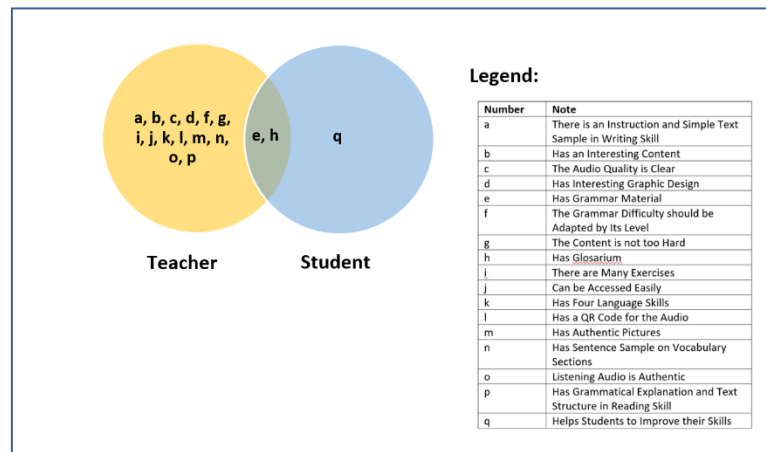Figure 3. Topics Recommendation for BIPA 2 E-Module
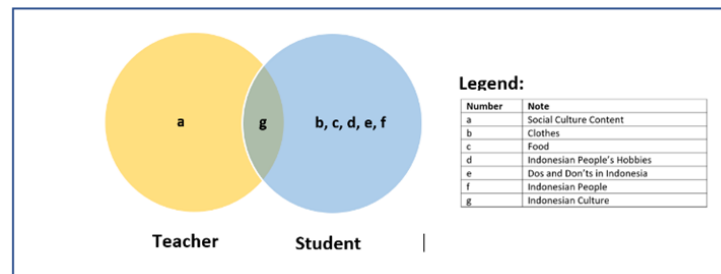
Figure 4. The Expected BIPA 2 E-Module Design

Figure 5. Multicultural Topic Recommendation for BIPA 2 E-Module

E-Module Product Design

　　　　Based on the needs analysis of the BIPA 2 teachers and learners, it was concluded that the following is the framework of the module to be developed:

Table 1. E-Module Syllabus

E-MODULE MATERIAL MAP/SYLLABUS

THEMES	BASIC COMPETENCIES			
	LANGUAGE SKILLS COMPETENCIES		LANGUAGE COMPETENCIES	
	Reading	**Writing**	**Grammar**	**Vocabulary**
Unit 1 Congratulations and Condolences	1. Being able to find important information and identify vocabulary and expressions contained in written texts about congratulations and condolences. 2. Being able to find important information and identify vocabulary and expressions contained in a conversational text about congratulations and condolences 2.	1. Being able to write a conversation about congratulations and condolences	-Using invitational sentences: *ayo, mari.* - Using prohibition sentences: *jangan, dilarang, tidak boleh.* - Using exclamations: *wow, aduh, astaga.*	Being able to mention and use vocabulary related to expressions of congratulations and condolences.
Unit 2 Daily Activities	1. Being able to find important information and identify vocabulary and expressions contained in written texts about daily activities. 2. Being able to find important information and identify vocabulary and expressions found in conversational texts about daily activities.	1. Being able to write daily notes about daily activities.	1. Using conjunctions: *karena, sambil, ketika, sementara, tetapi.* 2. Using vocabularies: frequency (*tiga kali sehari sebelum atau sesudah makan*) 3. Uses frequency marker adverbs (*sering, jarang, pernah,* etc.).	Being able to mention and use vocabulary related to daily activities.

			4. Uses the prefix *me-*.	
Unit 3 My Profession	1. Being able to find important information and identify vocabulary and expressions found in written texts about work. 2. Being able to find key information and identify vocabulary and expressions in a conversational text about work.	1. Being able to create a description text about personal work and its tasks.	1. Being able to use interrogative words: *bagaimana* and *mengapa* 2. Uses the prefix *pe-* and its allomorphs with the meaning of 'doer/tool', 'profession', and 'having character'.	Being able to name and use work-related vocabulary. For example: Name of professions, *Bekerja, Karyawan, Atasan, Pekerja lepas, Pekerja paruh waktu, Kontrak, Kantor, Gaji, Bisnis,* etc.
Unit 4 Transportation	1. Being able to find important information and identify vocabulary and expressions found in written texts about transportation. 2. Being able to find important information and identify vocabulary and expressions in a conversational text about transportation.	1. Being able to create a text about personal experience riding public transportation in Indonesia.	1. Being able to use repetitive words: *anak-anak, teman-teman, rumah-rumah, etc.* 2. Being able to use vocabulary related to weather and the natural environment. 3. Using the prefix *ber-* with the meaning of 'up...', 'out',	Being able to mention and use vocabulary related to public transportation. For example: *Kanan, Kiri, Belok, Lurus, Bundaran, Lewat, Peta, Menyeberang, Di seberang, Di antara, Di belakang, Di samping, Dekat, Jauh, Jalan,*

			'containing', 'in a state', 'in a group', and 'many/some'.	etc.
Unit 5 Shopping	1. Being able to find important information and identify vocabulary, expressions, and prices in a text about shopping at a mall. 2. Being able to find key information and identify vocabulary, expressions, and prices in a conversation about shopping at a souvenir shop.	1. Being able to write a text about shopping experience.	1. Being able to use adverbs: *agak, kurang, cukup, terlalu, lumayan, dan sangat*. 2. Using equative comparison (*se-, sama … dengan…*). 3. Using comparative comparisons (*lebih… daripada, kurang … daripada*). 4. Using superlative comparison (*paling…, ter-…*).	Being able to name and use vocabulary related to shopping, such as: 1. Buying 2. Bargaining 3. Paying 4. *Kembalian* 5. *Pembeli* 6. *Penjual* 7. *Kasir* 8. *Harga* 9. *Berapa* 10. *Potongan Harga* 11. *Murah* 12. *Mahal* 13. *Pasar* 14. *Mal* 15. *Toko* etc.

Unit 6 To the Hospital	1. Being able to find key information and identify vocabulary and expressions in a doctor-patient conversation. 2. Being able to find key information and identify vocabulary and expressions in a text about an illness.	1. Being able to write a description text of a disease that is often experienced by the people of the learner's home country.	1. Being able to use adjectives related to events in public places, e.g. health: *sakit, mual, masuk angin* 2. Being able to use vocabulary of body parts and their functions 3. Using an expression of hope: *Semoga, Harap, Mudah-mudahan*	Being able to name and use vocabulary related to health and hospitals. For example: *Perawat, Dokter, Penyakit, Pasien, Ruang tunggu, Unit Gawat Darurat, Ambulan, Ruang Operasi, Ruang Rawat Intensif, Apoteker* etc.
Unit 7 To the Bank	1. Being able to find key information and identify vocabulary and expressions in a procedure text about how to open a bank account. 2. Being able to find key information and identify vocabulary and expressions in a text about how to extend a visa.	1. Being able to write a procedure text about a certain topic.	1. Being able to menggunakan kalimat permintaan/perintah: *silakan, tolong/coba, tolong, -lah* 2. Being able to menggunakan imbuhan me- dengan makna: *membuat, menggunakan alat, suara seperti…, menuju ke-*	Being able to mention and use vocabulary related to instructions. For example: *Pertama, Kedua, Ketiga,* and so on. *Daftar, Tunjukkan, Cucilah, Gosoklah, Cetaklah, Gunakanlah, Perhatikanlah, Jagalah,* etc.
Unit 8	1. Being able to find key information and	1. Being able to	1. Using expressions to order:	Being able to name and use

| Vacation Experience | identify vocabulary and expressions in a text about a vacation experience. 2. Being able to find important information and identify vocabulary and expressions in a text about a vacation experience. | write a vacation experience text. | *Bisa pesan tiket...?* 2. Using the prefix *–an* with the meaning of 'tools, 'places', 3. Reduplication: *anak-anak, teman-teman, rumah-rumah, etc.*. 4. Uses the prefix *me-* with the meaning 'to make', 'to use a tool', 'to make a sound like...', 'to go to...'. | vocabulary related to vacation experiences. |

The following is the framework of the E-Module that will be developed:

1. Book Cover

Figure 6. E-Module Cover

> The first part of this E-Module is the book cover. The content contained on the cover is the title, sub-title, image, and author's name. According to Herr, the book cover is a very important part and needs to be considered considering that readers or users will judge a book based on its cover.

2. Preface

> After the cover, the second page of the e-module is the preface. The preface is the part of a book where the author conveys a message to the reader. The messages conveyed can be in the form of stories of how the author became interested in the topic written, things that inspired to write the book, and what the author hopes to achieve.

3. Material Map

Figure 7. Material Map

The third element of the E-Module content is the material map. The material map can help learners or teachers to discover the whole content of the module. This section is a summary of the syllabus that has been prepared which contains: the title of each unit, linguistic competence, language competence, multicultural content, media, and evaluation.

4. Table of Contents

Figure 8. Table of Contents

In contrast to the material map, the table of contents is a sequence of units of the e-module organized whose sequence is more concise than the material map.

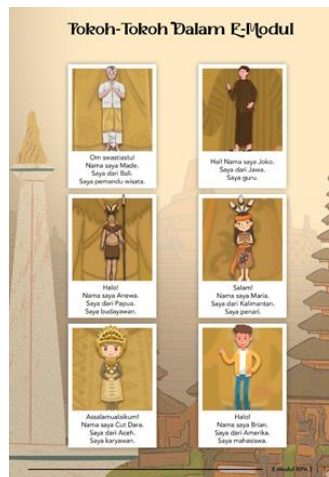5. Introduction to Characters in the Module

Figure 9. Introduction to Characters in the Module

The researcher argues that an e-module should have an icon or character to make it more communicative, two-way, and interesting. This is agreed by Santosa,

Santyadiputra & Divayana (2017); Anisya & Suyitno (2018); Wulansari, Kantun & Suharso (2018); Lendra & Zainul (2019) that an e-module should have language that is easily understood by students, communicative, interesting, and has symbols.

Therefore, this e-module will use characters so that when the material is explained, learners feel that the teacher is explaining the said material. This is supported by the Department of Education (2008), stating that e-module is an independent teaching material that can be learned by learners without educators. There will be six characters that represent the multiculturalism of ethnicity, race, and religion in Indonesia. Character 1 is a girl from Aceh with a hijab named Cut Dara, character 2 is a girl from Kalimantan named Maria, character 3 is a man from Papua named Anewa, character 4 is a man from Bali named Made, character 5 is a man from Java named Joko. Finally, character 6 is a student from the United States named Brian.

All the characters above are illustrated with characteristics, clothes, and everything that typically represents the origin of the region. This is done so that the learners know the diversity of Indonesian culture.

6. Unit 1-8

Figure 10. Unit 1-8 (E-Module Topics)

Units 1-8 are as described in the material map. The titles of units 1-8 are: Unit 1 Congratulations and Condolences; Unit 2 Daily Activities; Unit 3 My Profession; Unit 4 Transportation; Unit 5 Shopping; Unit 6 Hospital; Unit 7 Bank; and Unit 8 Vacation Experience.

7. About the Author

The last section in this e-module is about the author. The biography of the author in a book is considered very important. In addition, there is an author's email address to receive criticism and suggestions from readers.

CONCLUSION

This research shows that both teachers and BIPA learners need an electronic teaching material in order to learn Indonesian anywhere and anytime. The expected E-Module product contains elements of Indonesian multiculturalism and reading-writing skills. The development of this reading-writing E-Module product can be studied by learners independently or with the help of a teacher. There are 8 units contained in the book which have reading exercises such as answering questions from a text, writing skills exercises such as writing dialogs and monologues, vocabulary content, grammar, and culture integrated in the text. The development of this E-Module needs to be tested by material experts, media experts, BIPA practitioners, and BIPA learners in order to create a good product. After that, this E-Module product can be revised and uploaded by the author. Then, the E-Module can be downloaded by teachers and learners anywhere.

REFERENCES

Agustin, Eva Cahyani, et al. "Pengembangan E-modul berbantuan aplikasi Flip Builder pada mata pelajaran marketing (Studi pada kelas x bisnis daring dan pemasaran SMKN 1 Turen)." *Jurnal Ekonomi, Bisnis dan Pendidikan (JEBP)* 1.5 (2021): 470-478.

Andermi, Aulia Dara, and Fivia Eliza. "Pengembangan E-Modul Pembelajaran Instalasi Penerangan Listrik di Sekolah Menengah Kejuruan." *Jurnal Pendidikan Teknik Elektro* 2.2 (2021): 24-27.

Aprianka, Salma, Ana Setiani, and Aritsya Imswatama. "Validitas E–Modul Berbasis Open Ended Meteri Sistem Persamaan Linear Dua Variabel Pada Pembelajaran Daring untuk Siswa SMK." *Jurnal Cendekia: Jurnal Pendidikan Matematika* 5.3 (2021): 3111-3122.

Branch, Robert Maribe. *Instructional design: The ADDIE approach*. Vol. 722. New York: Springer, 2009.

Djeni, Darwin, and Jamiatun Nasikhah. "Efektifitas Pembelajaran Daring dengan E-Modul Terintegrasi Google Education pada Mata Pelajaran Matematika Kelas VIII." *Al-Fikru: Jurnal Pendidikan Dan Sains* 3.1 (2022): 44-56.

Dwiyanti, Indri, A. R. Supriatna, and Arita Marini. "Studi fenomenologi penggunaan e-modul dalam pembelajaran daring muatan IPA di SD Muhammadiyah 5 Jakarta." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 6.1 (2021): 74-88.

Ekawarna, Ekawarna. "Pengembangan Modul Perbankan Dasar untuk Kelas X SMK dan Implementasinya Pada Pembelajaran Daring." *Jurnal Ilmiah Indonesia* 7.3 (2022): 1196-1205.

Fahlevi, Aditya, and Asrizal Asrizal. "Efektivitas e-modul getaran dalam kehidupan sehari-hari pada pembelajaran daring untuk meningkatkan keterampilan proses sains siswa." *Jurnal Pendidikan Fisika dan Teknologi* 7.2 (2021): 111-118.

Gay, Geneva. "Multiethnic education: Historical developments and future prospects." *The Phi Delta Kappan* 64.8 (1983): 560-563.

Hirzan, Luthfil, and Muldi Yuhendri. "Pengembangan E-Modul Mata Pelajaran Instalasi Penerangan Listrik untuk Pembelajaran Daring." *Jurnal Pendidikan Teknik Elektro* 1.1 (2020): 142-146.

Huda, M. Misbachul Huda M. Misbachul. "Pengaruh Penggunaan E-Modul Berbasis Flip Html 5 Dalam Pembelajaran Daring Terhadap Motivasi Belajar Siswa Kelas V SD." *Jurnal Pena Karakter* 4.2 (2022).

Ilmiah, Himmatun, et al. "Bahan Ajar Daring Tata Bahasa bagi Pelajar BIPA 2." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6.6 (2021): 874-880.

Kusumasari, Vita, et al. "Pengembangan E-Modul Berbasis Problem Based Learning untuk Mendukung Pembelajaran Daring dengan Flipped Classroom." *PRISMA, Prosiding Seminar Nasional Matematika*. Vol. 5. 2022.

Maharcika, Anak Agung Meka, Ni Ketut Suarni, and I. Made Gunamantha. "Pengembangan modul elektronik (E-Modul) berbasis flipbook maker untuk subtema pekerjaan di sekitarku kelas IV SD/MI." *PENDASI: Jurnal Pendidikan Dasar Indonesia* 5.2 (2021): 165-174.

Masruroh, Dewi, and Yuli Agustina. "E-modul berbasis Android sebagai pendukung pembelajaran daring dan upaya untuk meningkatkan hasil belajar peserta didik." *Jurnal Ekonomi, Bisnis dan Pendidikan (JEBP)* 1.6 (2021): 559-568.

Nurhidayah, Nurhidayah, et al. "Pengembangan E-Modul Berbantuan QR Code pada Pembelajaran Daring Mata Pelajaran Biologi Materi Sel Kelas XI MIA." *SAINTIFIK* 7.2 (2021): 105-111.

Nuttall, Christine. *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1996.

Pinontoan, Kinzie Feliciano, Mario Walean, and Andreuw Vandy Lengkong. "Pembelajaran daring menggunakan e-modul pada flipped classroom statistika untuk meningkatkan kemampuan bernalar dan intensi berwirausaha." *Jurnal Inovasi dan Teknologi Pembelajaran (JINOTEP): Kajian dan Riset Dalam Teknologi Pembelajaran* 8.1 (2021): 1-10.

Prameswari, Astria, Roekhan Roekhan, and Didin Widyartono. "E-Modul Puisi Berbasis Aplikasi Desia untuk Siswa Kelas X SMA." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6.9 (2021): 1454-1462.

Prihatiningtyas, Suci, and M. Wildan Tijanuddarori. "Media interaktif e-modul biologi materi virus sebagai pendukung pembelajaran daring di MAN 3 Jombang." *JoEMS (Journal of Education and Management Studies)* 4.3 (2021): 1-8.

Retnosari, Dyah Silvian, and Luqman Hakim. "E-Modul Interaktif Perbankan Syariah Sebagai Bahan Ajar Alternatif dalam Menunjang Perkuliahan Daring Mahasiswa." *Jurnal Penelitian Dan Pengembangan Pendidikan* 5.2 (2021): 206-214.

Romadhon, Sahrul. *Manajerial Keterampilan Menulis: Kiat Sukses Menulis Ragam Teks Fiksi dan Nonfiksi*. Vol. 105. Duta Media Publishing, 2019.