E-Module Based on Multicultural Values: Development Strategy for Islamic Primary Education

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ABSTRACT. This article aims to describe the validity and practicality of an E-module for Theme 4, Sub-theme 1, based on multicultural education values for fourth-grade elementary students. The study adopts a research and development approach utilizing the 4-D model: define, design, develop, and disseminate. Research instruments include validation sheets assessed by three expert lecturers—specialists in content, design, and language—as well as response questionnaires from teachers and students. The findings reveal that evaluations by content experts yielded scores of 96.87% for content feasibility and 92.85% for integration, both categorized as very valid. Design experts rated the presentation component at 90.62% (very valid) and the graphic element at 82.14% (valid). Language experts assessed the language aspect at 92.5%, categorizing it as very valid. Overall, the average validation score from the three expert groups was 90.99%, classified as very valid. In terms of practicality, teacher responses yielded an average score of 91.67%, categorized as very practical, while student responses averaged 97.99%, also categorized as very practical. Based on these results, it can be concluded that the developed E-module for Theme 4, grounded in multicultural education values, is both highly valid and highly practical, making it suitable for use in classroom learning. Future researchers are encouraged to develop e-learning modules incorporating character education values for other learning materials..

Keywords: *E-Modules, Multicultural Education Values, Primary School*

INTRODUCTION

This study aims to revolve around developing and evaluating the effectiveness of an e-module based on multicultural education values in elementary schools, specifically at SD IT Permataku Padang. This quantitative research builds on a prior study conducted at SDN 20 Bungo Pasang Padang, which was limited to assessing the validity and practicality of the e-module. The current study extends this work by focusing on its effectiveness in improving student learning outcomes. Utilizing the 3D Page Flip Professional application, the e-module is designed to make learning more engaging through interactive features like animations and audiovisuals while embedding values such as tolerance, democracy, equality, and justice within the theme "Types of Occupations." The research aims to enhance the learning process by offering teachers a dynamic teaching tool and fostering students' understanding and application of multicultural values in their daily lives.

Previous studies have explored the incorporation of multicultural education values into learning modules, such as research at sdn 20 bungo pasang Padang, which focused on designing

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and validating an e-module to include multicultural values, emphasizing its validity and practicality. Sari highlighted the effectiveness of e-modules as student-centered tools, demonstrating their adaptability from print to digital formats (Laraphaty et al., 2021; Oktavia et al., 2021; Sari et al., 2024; Zulkhi et al., 2022) . Other research has underscored the potential of e-modules to enhance learning processes through interactive features and alignment with technological advancements (Arifin et al., 2023; Fitriani & Indriaturrahmi, 2020; Laraphaty et al., 2021; Permata & Mustaji, 2021; Rismen et al., 2024; Sechandini et al., 2023; Supriyadi & Sari, 2022; Wahyuni, 2023). However, these studies have primarily concentrated on the initial stages of development, leaving a gap in evaluating the impact of e-modules on measurable learning outcomes, which this study aims to address.

This research focuses on evaluating the effectiveness of an e-module based on multicultural education values in enhancing student learning outcomes at SD IT Permataku Padang. Building on a previous study that addressed only the validity and practicality of the e-module, this study aims to advance its development to the effectiveness stage. The e-module, designed using the 3D Page Flip Professional application, incorporates interactive features such as animations, videos, and audiovisual elements to create an engaging learning experience. Centered on the theme "Types of Occupations," the e-module integrates key multicultural values, including tolerance, democracy, equality, and justice, to foster both academic achievement and character development. This study seeks to determine how effectively the e-module supports student understanding of multiculturalism while improving learning outcomes in both online and offline learning environments.

This research aims to develop an e-module based on multicultural education values for elementary schools, specifically at SD IT Permataku Padang, with a focus on enhancing the effectiveness of learning. Previously, research related to multicultural values at SDN 20 Bungo Pasang Padang only reached the stages of validity and practicality of the e-module, without comprehensively measuring its effectiveness. This study will continue that development by evaluating the effectiveness of the e-module in improving student learning outcomes. The e-module, designed using the 3D Page Flip Professional application, will cover the theme "Types of Occupations" with values of diversity that support students' multicultural understanding. By using the e-module as an interactive and engaging tool, it is expected that both online and offline learning processes will become more effective, and students will be able to internalize multicultural values in their daily lives.

METHOD

Research and Development (R&D) is a methodology aimed at creating and validating new products or tools , often used in educational contexts to develop instructional materials, curricula, or learning resources (Kleinheksel et al., 2020; Prasetyo, 2014; Wahyuningsih et al., 2021; Zakariah et al., 2020). In this study, the 4-D model was employed, which includes four distinct stages: define (identifying the needs and problems) , , design (developing prototypes or instructional designs) , development (producing and testing the materials) , and disseminate (implementing and sharing the final product) . The research focused on fourth-grade students at SD Islam Terpadu Permataku Padang and spanned from March to May 2024, aiming to address educational needs specific to this group within the academic year 2023/2024.

In the define stage, the learning requirements were established by analyzing factors related to the development of the e-module, such as curriculum analysis, needs analysis, learner analysis, and concept analysis. The design stage involved planning the module and research instruments. This stage began after the specific learning objectives were determined. The activities in this stage included: (1) selecting media, which involved determining the appropriate media for presenting Indonesian language learning materials, tailored to the material analysis and the facilities available at the school, and (2) choosing a format based on the factors outlined in the learning objectives. The selected format was based on Herawati & Ali. The next step was to design an e-module based

on multicultural education values under the specified indicators and learning objectives. The design activities included selecting an appropriate writing format, using suitable and correct colors in the e-module, and ensuring that the e-module format met the necessary requirements.

The development stage involved creating or developing the teaching materials and validating them. The researcher used software to create the e-module. The final product was then validated by experts in media, teaching materials, and content. The purpose of the validation process was to refine the e-module so that it could be effectively used in the learning process.

RESULT AND DISCUSSION

Findings

The development model used is the 4-D model, which consists of four stages: define, design, develop, and disseminate. This model is also adapted into the 4-P model, which stands for pendefinisian (definition), perancangan (design), pengembangan (development), and penyebaran (dissemination). However, in this study, the process is limited to the development stage.

The development process of the electronic module (e-module) also follows the procedures and steps of the 4-D Development Model by Herawati(Herawati & Muhtadi, 2018), with some modifications. The 4-D model includes four stages: define, design, develop, and disseminate. In this study, however, the development of the electronic module is limited to the develop stage. This limitation is due to the fact that the study does not aim to measure the effectiveness of the developed learning activities, so the final stage, dissemination, is not carried out.

The supporting factors behind the development of this interactive e-module are based on observations, interviews, and needs analysis, as well as results from previous studies and several theories that serve as the foundation for its development.

Define

In the define stage, the goal is to establish and define the learning requirements. The steps involved in this stage include: 1) Curriculum Analysis, this involves analyzing the Learning Outcomes related to the material. This is done to understand the curriculum demands, the scope of learning materials, and the concepts or knowledge that students need to comprehend, especially considering the characteristics of fourth-grade elementary school students. 2) Student Analysis, the purpose here is to analyze student characteristics in relation to the design of the learning modules. Important characteristics to consider include age, academic abilities (knowledge or achievements), and the attitudes of the students. The e-module to be developed will incorporate educational values to align with the students' needs during the learning process. Understanding these characteristics will facilitate the design of a suitable e-module. 3) Concept Analysis, this step aims to determine the content of the lesson "Types of Jobs" needed for the development of the e-module. The lesson content is created based on the learning objectives that have been formulated, using an appropriate teaching approach.

Design

This design stage involves creating a learning tool in the form of an e-module based on multicultural educational values, aligned with the predetermined learning indicators and objectives.

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The design of the e-module is carried out by selecting an appropriate format that aligns with the writing format and ensuring the correct use of colors in the e-module. The format of the e-module is tailored to the specific requirements.

The initial e-module was designed using Microsoft Word 2010, with Times New Roman as the primary font and Agency FB for the e-module cover. The final design of the Indonesian language learning e-module includes a cover, preface, table of contents, e-module content, usage instructions, core competencies and basic competencies, learning indicators and objectives, material, summary, evaluation questions, and a bibliography. Finally, the e-module was converted into a digital format using the Hanzine Flipbook application.
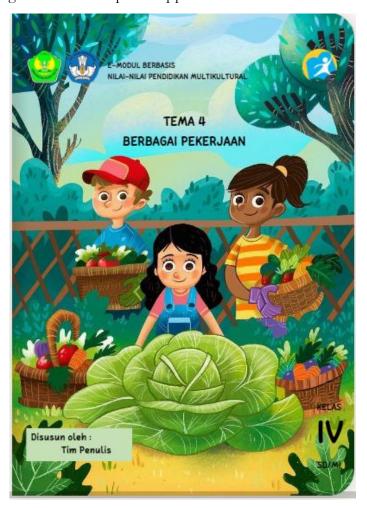

Figure 1. E-Module Cover on Multicultural Educational Values

Figure 2. Material in the E-Module on Multicultural Educational Values

Development

The development stage consists of expert validation and testing of the e-module. The validation of the instruments is conducted to obtain valid and reliable tools for assessing the e-module product. The components evaluated in the research instrument include the alignment of statements with the instrument grid, the appropriateness of content/material, and the suitability with the learning objectives.

The purpose of this development stage is to produce an e-module that will then be transformed into an e-module based on multicultural educational values. This stage involves several activities, such as turning the product design into a finished product and testing its validity to ensure it meets the desired specifications. The goal is to develop an e-module that is both valid and practical, incorporating multicultural educational values.

The development process includes using additional software to create a complete e-module. The stages of e-module development are as follows:

Validation Stage

The learning e-module to be used by teachers and students is first validated, covering content or material, design or appearance, and language. The e-module validation is conducted by education experts according to their area of expertise. The purpose of this validation is to ensure that the content of the e-module aligns with the curriculum and to verify the accuracy of the concepts, design, and language used in the e-module. The validators consist of a team of expert lecturers. After creating the e-module, the product is validated in three aspects: content/material, language, and design/appearance.

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The results of the validation of the e-module based on Multicultural Educational Values are summarized in a score table provided by the validators. The findings are briefly presented in Table 4 as follows:

Table 1. Validation Results of the E-Module Based on Multicultural Education Values

No.	Type of Validator	Aspect Evaluated	Score	Category
1	Content	Content Feasibility	90,85%	Very Valid
		Integration	90,14%	Very Valid
2	Design	Presentation Components	88,62%	Very Valid
		Graphics	86,14%	Very Valid
3	Language	Linguistic Quality	92,45%	Very Valid
	Average		**89,64%**	**Very Valid**

Based on Table 1, it can be seen that the average score for the e-module based on multicultural educational values is 89.64%, which falls into the "very valid" category and is deemed suitable for use in the learning process.

Practicality Stage

The results of the practicality test for the e-module based on multicultural educational values, as assessed by educators, were obtained using a practicality questionnaire. The results of the practicality test can be seen in Table 2 below.

Table 2. Practicality Result of the E-Module Based on Multicultural Education Values by Educators

No.	Evaluation Aspect	Total	Practical	Criteria
1	Ease to Use	28	86,5%	Very Practical
2	Effectiveness of Learning Time	7	87,5%	Very Practical
3	Benefits	20	100%	Very Practical
	Average		**91,33%**	**Very Practical**

Based on Table 2, it can be observed that the practicality of the e-module based on multicultural educational values, as assessed by educators, received an average score of 91.33%, which falls into the "very practical" category.

The practicality data from students were obtained using a practicality test questionnaire, which is briefly presented in table 3 below.

Tabel 3. Practicality Result of the E-Module Based on Multicultural Education Values by Students

No.	Evaluation Aspect	Total Score	Maximum Score	Percentage	Category
1	Student Interest	52	60	86,66%	Very Practical
2	Module Usege Process	109	120	95,83%	Very Practical

3	Creativity Improvement	54	60	90%	Practical
4	Benefits	38	40	95%	Very Practical
5	Evaluation	20	20	100%	Very Practical
	Average			**93,49%**	**Very Practical**

Based on Table 6, the responses from five fourth-grade students at SD Islam Terpadu regarding the e-module based on Multicultural Educational Values show an average practicality score of 97.99%, placing it in the "very practical" category.

Effectiveness Stage

After conducting the practicality test, an effectiveness test was carried out using data obtained from the students' learning outcomes. The data were collected from the students' scores before and after participating in the learning process using the e-module based on multicultural values, specifically through pre-test and post-test results.

The developed product is considered effective if the students' learning outcomes achieve a minimum mastery level of 80% or exceed the Learning Goal Achievement Criteria (KKTP). To determine whether the e-module based on multicultural values had an impact on learning outcomes, the researcher conducted pre-tests and post-tests with the subject class.

Based on the comparison of pre-test and post-test results, the average score increased from 70.72 in the pre-test to 92.45 in the post-test after using the developed product. This average indicates an improvement in student learning outcomes after using the e-module based on multicultural values in the fourth grade at SD Islam Terpadu Permataku Padang.

Discussion

In analyzing the development of the e-module based on multicultural educational values from the perspective of Islamic Education Management (IEM), several key aspects can be explored. Islamic Education Management (IEM) emphasizes the integration of educational goals with religious and cultural values (Abou Jaoude et al., 2024; Pangalila & Rumbay, 2024; Siyal et al., 2024; Yasmadi et al., 2024), ensuring that educational practices align with both academic and moral principles (Amin, 2024; Elkaleh, 2019; Istiyani et al., 2024; Manan et al., 2024; Salleh, 2018). The results of this research, particularly the improvement in student learning outcomes, are directly related to IEM's core focus on character development and holistic education. The use of a multicultural e-module supports the broader goal of fostering understanding (Alazeez et al., 2024; Muid et al., 2024, 2024; Sutisna & Khori, 2024), respect, and tolerance (Rohmah et al., 2023; Syarif et al., 2024), which are essential components of Islamic education (Arief et al., 2023; Fitriadi et al., 2024). The development of such e-modules can be seen as an innovative approach to adapting Islamic values in modern educational settings while remaining rooted in the principles of inclusivity and equality.

This study developed an e-module based on multicultural educational values using the 4-D Development Model, focusing on defining, designing, and developing stages. The e-module underwent validation by experts and achieved an average validity score of 89.64%, categorized as "*very valid*." Practicality tests showed that educators rated the module with an average score of

91.33%, while students gave it an average score of 97.99%, both categorized as "very practical." Furthermore, the e-module's effectiveness was evident in the increase in students' learning outcomes, with average scores rising from 70.72 in the pre-test to 92.45 in the post-test. These results suggest that the integration of multicultural values in educational tools can enhance both the practical use and the academic performance of students.

This study highlights the importance of incorporating multicultural values to foster inclusive and diverse learning environments from an Islamic education management perspective. The e-module aligns with the principles of Islamic education, which emphasize tolerance, respect for diversity, and the development of holistic learners. Integrating such values through technology-based learning tools can support Islamic educational institutions in addressing the challenges of globalization and cultural diversity (Aryati & Suradi, 2022; Daheri et al., 2023). The findings also underscore the need for effective management strategies to disseminate and implement innovative teaching resources, ensuring that they reach a broader audience and contribute to the overall improvement of Islamic education quality.

The success of this e-module, as indicated by the improvement in student learning outcomes (from 70.72 in the pre-test to 92.45 in the post-test), can be analyzed through the lens of the Islamic education principle of *tazkiyah* the cultivation of knowledge and character. IEM stresses the importance of not only imparting academic knowledge but also nurturing the students' moral and spiritual growth (Hanif, 2024; Lahmar, 2020). The e-module, incorporating values like tolerance, democracy, equality, and justice, aligns with this principle by promoting moral education in addition to cognitive learning (Huda et al., 2020; Paul-Mgbeafulike, 2023; Timidi, 2024). In Islamic education, such values are crucial for the development of balanced individuals who contribute positively to society (Haddar et al., 2023; Jamilah, 2021; Mujahid, 2021). By integrating multicultural educational values, the e-module ensures that students are equipped with the tools to engage harmoniously in a diverse world, which is a reflection of the broader Islamic principles of mutual respect and peaceful coexistence.

From the perspective of IEM, the practical application of this e-module also supports the principle of ibadah (worship) in learning. Islamic education views knowledge acquisition as a form of worship when it is pursued with the right intentions—seeking to benefit oneself and others while adhering to moral and ethical guidelines. The development and use of this e-module demonstrate how modern tools can be used in alignment with Islamic values to enhance the learning experience (Bunari et al., 2024; Yosef et al., 2023). The fact that the e-module integrates engaging multimedia features to reinforce the learning process aligns with IEM's focus on using appropriate educational tools that resonate with students, thus making learning more effective and meaningful (Apologia et al., 2024; Guiamalon & Camsa, 2021).

Furthermore, the inclusion of shura (consultation) and ijma' (consensus) (Horrell, 2021; Irama & AW, 2021; Maliki, 2023) in Islamic education management is also relevant to the development of the e-module. The validation and practicality tests conducted with input from educational experts and teachers reflect these principles by ensuring that the educational product aligns with the needs of the students and the objectives of the curriculum. IEM emphasizes collaboration and collective decision-making in educational practices, and the validation process conducted for the e-module mirrors this approach. The feedback from teachers and students was used to refine and perfect the e-module, ensuring that it meets the practical needs of the classroom and enhances the teaching-learning process, which is a key tenet of Islamic education management.

(Wahyuni, 2023), Islamic Education Management emphasizes the importance of social responsibility in education, which is reflected in the multicultural values integrated into the e-module. Islam teaches the importance of justice (Humaizi et al., 2024; Kalash, 2020), equality(Evimalinda et al., 2023; Humaizi et al., 2024), and social harmony (Huda et al., 2020; Humaizi et al., 2024; Kawangung, 2019; Musyaffa et al., 2024), which are essential elements of a peaceful and productive society (Mentu et al., 2022). By incorporating these values into the e-module, the study aligns with IEM's goal of producing students who are not only academically competent but also socially responsible and morally aware (Abidin & Sirojuddin, 2024; Basri et al., 2024; J. Mark Halstead, 2007; Jannah et al., 2023). The improvement in students' understanding of multiculturalism (Aderibigbe et al., 2023; Borge et al., 2020; Evimalinda et al., 2023; Mashuri et al., 2024; Masykur et al., 2024) and their ability to internalize values such as tolerance and equality showcases the potential of this educational tool to contribute positively to the character development (Ibda et al., 2024; Mujahid, 2021; Sumayana, 2017) of students, preparing them to be active, ethical members of society in line with Islamic teachings. This study demonstrates that modern educational strategies can be effectively employed to promote Islamic values in a contemporary classroom, ensuring that students not only excel academically but also grow as individuals who embody the principles of Islam in their daily lives.

CONCLUSION

The most important finding of this study was the significant improvement in student learning outcomes after using the e-module based on multicultural educational values. Specifically, the students' average scores increased from 70.72 in the pre-test to 92.45 in the post-test. This result was surprising, as it demonstrated a marked enhancement in understanding the lesson content after using the developed e-module. This finding underscores the positive impact that integrating multicultural educational values into learning modules can have on student engagement and comprehension, especially in the context of a diverse learning environment.

This research contributes to the field by confirming the effectiveness of integrating multicultural values into educational tools. The findings align with previous studies that emphasize the importance of cultural inclusivity in education, but also offer a fresh perspective on how e-modules, as a modern learning tool, can be developed to foster both academic achievement and social values. By combining technology with the educational philosophy of multiculturalism, this study offers a new model for creating interactive learning tools that cater to students' diverse cultural backgrounds while enhancing their academic performance.

However, the study has limitations that need to be addressed in future research. The sample size was limited to a small group of fourth-grade students at one school, which may not represent the broader student population. Additionally, the study focused only on the development stage of the e-module and did not include a broader dissemination phase to evaluate the module's long-term effectiveness or applicability in different educational settings. Future studies should involve larger and more diverse samples, across various grade levels and geographical locations, to provide a more comprehensive understanding of the module's effectiveness. This would allow for more generalized conclusions and the formulation of policies that could be applied to a wider educational context.

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