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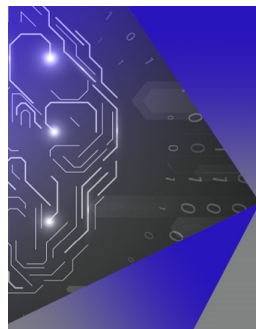
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# E-Confidence Module Design Based on Ethno-Edutainment for Slow Learner Students

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**Abstract.** The 2013 curriculum applied in education in Indonesia emphasizes three domains, namely knowledge, skills, and attitudes. The attitude domain needs to be a concern because it has an impact on the behavior and character of students. Not a few students in elementary school (SD) experience a crisis of confidence. This is often experienced by slow learner students because they feel unable to follow the achievements of other students so that it has an impact on a crisis of self-confidence in slow learner students. This research was conducted at SD 5 Bae Kudus Indonesia. The methods used in this research are interviews, literature studies and documentation. The data obtained were analyzed by data triangulation techniques. The results of the study show that the available teaching materials only emphasize concepts so that they cannot connect the culture in the surrounding environment with the subject matter. The teacher has difficulty with the material presented in the teaching materials, giving examples that are sometimes difficult to find in the surrounding area. The expectations of students and teachers are the availability of teaching materials in accordance with the conditions of the school environment and accompanied by interesting and fun activities. The ethno-edutainment-based e-confidence module can be a reference that can be used in learning in elementary schools in accordance with the expectations of students and teachers.

## INTRODUCTION

The 2013 curriculum applied in education in Indonesia emphasizes three domains, namely knowledge, skills, and attitudes. One of the important domains is the affective domain [1]. The domain of attitude needs to be a concern because it has an impact on the behavior and character of students. Confidence as an aspect in the domain of attitude that is important to be developed in students. This is because self-confidence is the main requirement for someone to be accepted by others. Having self-confidence requires opportunity and support from family and the environment. Self-confidence is an important thing in a person's personality that described as a good feeling which is the result of deepening positive emotions [2]-[3]. In essence, humans have self-confidence, but self-confidence is different from one another. Theoretically, self-confidence is described about how students are able to do something without hesitation which is the most effective tool to improve human quality [4]-[5].

Not a few students in elementary school (SD) experience a crisis of confidence. This is often experienced by students *slow learner* because they feel unable to follow the achievements of other students that it has an impact on a crisis of confidence instudents *slow learner*. Learners *slow* while in class need longer study time because they have little intellectual potential below the average of normal students, but they are not student with disabilities [6]-[7].

Students *slow learner* not students who are not able to, but they need to fight hard to understand the material. Therefore, students *slow learner* must get special attention in order to be able to compete with others. The government needs to pay attention to the growth and development of students, *slow learner* especially the aspect of self-confidence in order to be able to compete with others in this era of globalization.

The results of observations of several elementary schools in Kudus Regency found that students *slow learner* experienced a crisis of confidence in receiving lessons at school. Slow learner students have low self-confidence because slow learner students tend to be quiet, shy, and have difficulty socializing with other children [8]. The influencing factors are acts of discrimination by teachers, *bullying* by classmates, the unavailability of special books for students *slow learner*, and the available teaching materials that have not been linked to excellence and local wisdom in the surrounding environment. These factors cause students' low understanding *slow learner* of the material that causes a crisis of confidence.

The ability of teachers in designing or compiling materials of teaching materials is a very important role in determining the success of the learning process in which teaching materials must be varied and adapted to students' conditions so the learning becomes more meaningful for students [9]-[10]. Teaching materials as one component of learning that relates directly to students. Students can explore various kinds of knowledge from teaching materials used in the learning process. The success of learning is very dependent on the use of learning resources and selected teaching materials [11]. Quality teaching materials are directly related to the quality of learning. Basically, elementary school-age children are at the stage of concrete operations where the learning process moves from concrete things that can be seen, heard, smelled, touched, and tampered with with an emphasis on using the environment as a learning resource [12]. This is the basis for selecting the right teaching materials for elementary school-aged children.

One of the teaching materials that can assist students in achieving learning objectives is a module. The module has different characteristics from other types of teaching materials [13]. Modules are teaching materials that are packaged in a complete and systematic way to assist students in achieving learning goals independently or in groups [14]. The module was chosen because the module has the characteristics of self-instruction so that it can be used independently by students. Learning using modules requires students to learn independently so that students are actively involved in learning, improve students' abilities and understanding [15]-[16]. There are some problems in using the module. The main obstacle in using modules as teaching materials is student saturation [17]. Therefore, there is a need for learning innovation through the development of *e-confidence module* based *ethno-edutainment* that is able to invite students *slow learner* in fun learning by utilizing local wisdom. The module makes it easier for students to understand *slow learner* where the content contains positive sentences and presents material and practice questions in detail and coherently so that students *slow learner* become more confident.

The developed *module is e-confidence module* based *ethno-edutainment*. Learning *Ethno-edutainment* as learning by utilizing local cultural elements are packaged in an attractive and fun activities. Learning *Ethno* as a learning approach by utilizing local culture as learning material. *Edutainment* is defined as education that is packaged in an entertaining way in the form of games, humor and everything related to fun activities [17]. Utilization of local culture in fun learning activities will help create meaningful learning. The local cultural elements developed in the module can be in the form of local wisdom or in the form of local advantages. Local excellence-based teaching materials can make it easier for teachers to invite students to be interested and focus on the learning process because they are directly related to everyday life [18]. The use of cultural elements in learning is adjusted to the culture of each region. Cultural differences in each region affect the development of teaching materials for students [19]. Thematic modules based on *ethno-edutainment* expected to create thematic learning in accordance with the conditions and characteristics of learners school and hopes the Indonesian government in 2013. The development of the curriculum thematic modules based on *ethno-edutainment* is a necessity that needs to be realized. Aim of this study to develop a the design *e-confidence module* based *ethno-edutainment* as a reference in the development of the *e-confidence module*.

## RESEARCH METHODS

### Type of Research and Technical of Research

Qualitative approach as the approach used in this study. The subjects of this study were fourth grade students and teachers at SD 5 Bae Kudus. Research data were taken using interviews, observation, literature study, and documentation. The type of interview used on the research subject is a semi-structured interview. Interviews with

teachers were conducted to obtain information about teaching materials and learning processes that have been applied so far. In addition, interviews are also used to determine the teacher's expectations of teaching materials that are in accordance with school conditions and the characteristics of students. Interviews were conducted on fourth grade students because the characteristics of fourth grade students can be invited to carry out independent learning activities using modules. The documents used in the research are teaching materials used by students and teachers so far as well as journals that are relevant to the study in this study.

## **Data Analysis**

Data analysis in this study was carried out by data triangulation techniques. The stages in data analysis with data triangulation are the reduction stage, data presentation, and drawing conclusions based on the data. Data reduction is done by removing some data that has no meaning and is not related to the research study. The data presentation stage is to collect the data used according to the group after going through the data reduction stage. The conclusion-making stage is re-reading the results of data analysis as a whole to get a conclusion.

Furthermore, the data obtained were discussed in a *focus group discussion* (FGD) forum involving module development experts, psychology experts related to student self-confidence, and ethno-education learning experts. The results of the FGD are used as a reference and basis for developing design *e-confidence module* based *ethno-education*.

## **RESULTS AND DISCUSSION**

### **Condition of Teaching Materials in Elementary School**

A preliminary study was conducted to determine the condition of teaching materials that have been used for elementary school students. The results of observations made found that the teaching materials used by teachers and students in elementary schools were in the form of teacher and student handbooks provided by the government. The student and teacher handbooks are structured thematically, but the student and teacher handbooks are general in nature so they do not suit school conditions and the different characteristics of students. The handbook cannot be used with maximum results in different school locations. For example, students who are in schools with supporting facilities and locations in urban areas will easily use the handbook, but this is different from students who are in schools in rural areas.

Indonesia as a country consisting of various tribes, cultures, traditions, and conditions cannot be equated in the learning process. Different cultural backgrounds in Indonesia have an influence on the development of a learning design [19]. Teaching materials developed must be teaching materials that pay attention to student characteristics, student living conditions, and student needs [20]. Teaching materials that are not in accordance with environmental conditions with students make it difficult for students to understand them.

### **Expectation of Students and Teachers towards Teaching Materials**

Basically, education is like learning that never ends at any time, as long as there is human life in this world. It is said so, because education is part of human culture and civilization that continues to develop. However, currently there are still many students who think that learning is something that is difficult, tedious and boring, so that not a few students have difficulty understanding the lessons delivered. From the difficulty of students in receiving the lesson, it can be seen that the lesson really depends on how the teacher teaches the subject in question to students and the teaching materials used by the teacher. Teachers are the main determinant of student success in learning [21]. Teachers can change a child's fear of a lesson by trying to deliver the subject matter to make students happy, thereby generating student motivation. Data on students' expectations of teaching materials was obtained by using student interview techniques. Interviews were conducted on 6 students who had been selected selectively and represented students with low, medium, and high abilities. Based on the results of the interview, student A said that:

*"I am happy with the book in which there are practical activities, because usually the practice is invited outside the classroom and know the surrounding environment"*

Student B in the interview also said that

*gets to "I did not find any examples in the textbook. in my home environment, so that I have difficulty understanding the material"*

*"I like books that present examples from the environment around me, so that I can know for real"*

In addition, student C also revealed that

*"I like the existing textbooks. motivational sentences, because every time I read motivational sentences I become more excited and confident.*

A fun and culture-based learning process can be integrated into teaching materials. Teaching materials are a set of learning tools or tools that contain learning materials and methods, as well as evaluations that are designed systematically in order to achieve the expected learning objectives [9]. Teaching materials have a very important role in the learning process, namely as a reference for students and teachers to improve learning effectiveness. For students, teaching materials become reference materials that are absorbed by their contents, so that they can become a source of knowledge. For teachers, teaching materials are a reference in delivering knowledge/materials to students. Teaching materials that are designed and developed based on good instructional principles will be able to help students in the learning process, help teachers to reduce the time for presenting materials and increase teacher mentoring time for students [22].

Integration of teaching materials associated with culture It is hoped that through the cultural values possessed by the community, through the learning process, the values will be internalized and internalized by students as individual citizens. The preposition above is in line with the emphasis that learning in elementary schools must be able to bridge and functionalize all social and cultural aspects of society in a conducive learning process, so that students have resilience and literacy to cultural problems of the community [23]-[24].

### **Result of Focus Group Discussion (FGD)**

The draft design of *e-confidence module* is an *ethno-edutainment-* based on the results of preliminary studies in the field. The results of the preliminary study were discussed in a focus group discussion (FGD) with several experts to obtain input in the preparation of the draft design *e-confidence module* based on *ethno-edutainment-*. The results of the FGD that have been carried out with experts are as follows.

1. *E-confidence module* based *-ethno-edutainment* on digital also can be easily accessed by teachers and students.
2. *The-confidence module* was based *ethno-edutainment-* developed according to the developmental stages of learners *slow*.
3. The themes and subthemes in the *-e-confidence module* base dare *ethno-edutainment-* related to culture in the Kudus area.
4. Activities in the thematic module *ethno-edutainment* can develop all aspects of students' cognitive, psychomotor and affective aspects, especially in the aspect of students' self-confidence.

Suggestions and inputs from experts generally emphasize the application of the surrounding culture in teaching materials for students *slow learner* in digital form so that they are easily accessible by students and teachers. For this reason, at this time the learning carried out by teachers in addition to using teaching materials such as books, workbooks, and other documents, schools should be able to use various technology-based solutions in learning mathematics [25]. So that teaching materials are needed that are packaged in digital form.

### **Ethno-Edutainment Based Thematic Module Draft Design**

The results of preliminary studies and FGDs that have been conducted with experts are used as a reference and basis for developing draft design *e-confidence module* based on *ethno-edutainment-*. Products were produced in the form of modules have different characteristics from other modules. *E-confidence module* based on *ethno-edutainment* provides learning materials for learners *slow* by utilizing elements of regional culture in interesting and fun activities. *Thee-confidence module* based *ethno-edutainment-* that is designed has 3 main parts, namely the introduction, content, and closing. The introductory section includes the cover page, introduction, instructions for using the module, table of contents, concept maps, and learning competencies. The content section is the most important part in the *e-confidence module* based *ethno-edutainment-*. The content section consists of several learning activities that require students to achieve competence in each learning activity before continuing on the next learning



activity. The designs for each learning activity are arranged using unique acronyms so that they are interesting and easy to remember by students. The design in the content section of the *e-confidence module* basedis *ethno-edutainment-* as follows.

a. DIAN (Knowledge Dialogue)

This section is designed so that students do not get bored in using ethno-edutainment-based thematic modules. This section contains illustrated stories such as comics that tell about the material being studied. This part can also be played by each student. Interesting activities in a lesson can reduce the level of student saturation. Thematic learning emphasizes more on the application of the concept of (*learning while doing something learning by doing*) so it is not boring [26]. In addition, through interesting and fun activities students can apply learning directly [27].



FIGURE 1. DIAN (Knowledge Dialogue)

b. SUSI (Poetry Angle)

This section contains poetry according to the material being studied. The SUSI section is integrated into the Indonesian language material. In this section, students can also read their poems in front of the class. It aims to increase student confidence. The importance of building *self-esteem* or the process of self-acceptance for students *slow learner* [28]. The existence of this poem indirectly forms *self-esteem* students'. The development of *self-esteem* is formed through a learning process resulting from interactions with the environment, whether family, school or community through acceptance, treatment and awards received by individuals. This process continues throughout the ages and a foundation of *self-esteem* healthy is built during elementary school.

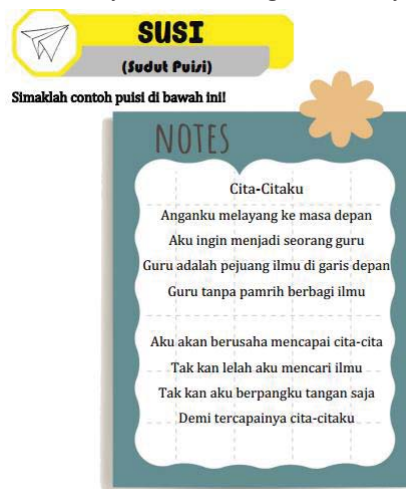
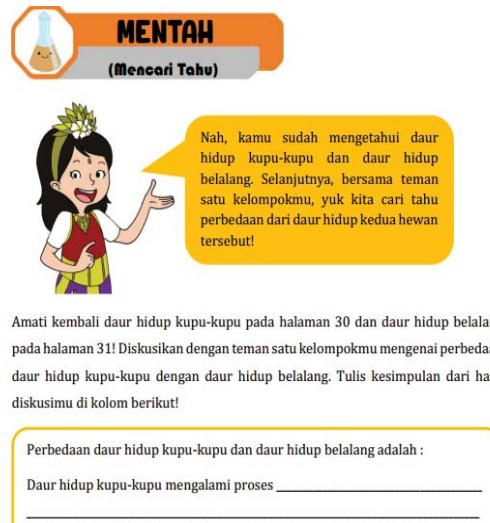


FIGURE 2. SUSI (Poetry Angle)

c. MENTAH (Finding Out)

This section contains student activities to conduct an observation or discussion with the aim that students can find a concept. This activity is arranged in the form of student activity sheets or student discussion sheets. That-based worksheets *guided inquiry* provide direct experiences and meaningful learning because they use structured questions that direct students to find a concept [29]. Students do this activity to collect data directly relevant to draw a conclusion. The provision of direct and tangible material can develop students' skills [30].



**MENTAH**  
(Mencari Tahu)

Nah, kamu sudah mengetahui daur hidup kupu-kupu dan daur hidup belalang. Selanjutnya, bersama teman satu kelompokmu, yuk kita cari tahu perbedaan dari daur hidup kedua hewan tersebut!

Amati kembali daur hidup kupu-kupu pada halaman 30 dan daur hidup belalang pada halaman 31! Diskusikan dengan teman satu kelompokmu mengenai perbedaan daur hidup kupu-kupu dengan daur hidup belalang. Tulis kesimpulan dari hasil diskusimu di kolom berikut!

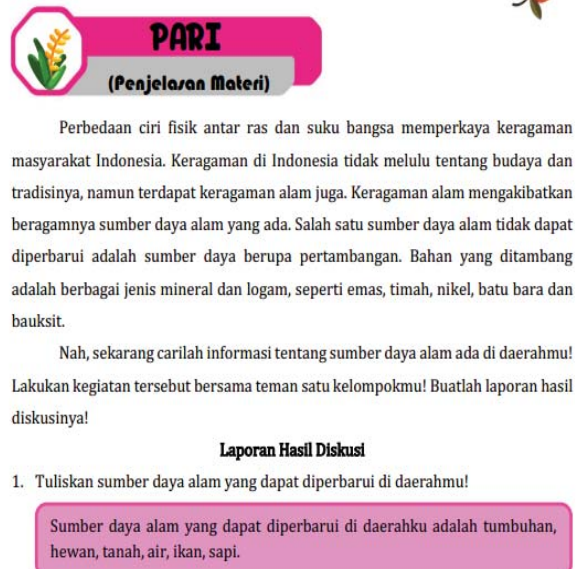
Perbedaan daur hidup kupu-kupu dan daur hidup belalang adalah :

Daur hidup kupu-kupu mengalami proses \_\_\_\_\_

FIGURE 3. MENTAH (Find Out)

d. PARI (Material Explanation)

PARI (section contains material explanations that are systematically arranged along with interesting illustrations to help students understand a concept. A module must contain all learning material from one standard of competence or basic competence being studied [31]. These requirements are intended to provide opportunities for students to study the learning materials thoroughly, because the learning materials are packaged into a unified whole. Thus students can be more likely to learn independently.



**PARI**  
(Penjelasan Materi)

Perbedaan ciri fisik antar ras dan suku bangsa memperkaya keragaman masyarakat Indonesia. Keragaman di Indonesia tidak melulu tentang budaya dan tradisinya, namun terdapat keragaman alam juga. Keragaman alam mengakibatkan beragamnya sumber daya alam yang ada. Salah satu sumber daya alam tidak dapat diperbarui adalah sumber daya berupa pertambangan. Bahan yang ditambang adalah berbagai jenis mineral dan logam, seperti emas, timah, nikel, batu bara dan bauksit.

Nah, sekarang carilah informasi tentang sumber daya alam ada di daerahmu! Lakukan kegiatan tersebut bersama teman satu kelompokmu! Buatlah laporan hasil diskusinya!

**Laporan Hasil Diskusi**

1. Tuliskan sumber daya alam yang dapat diperbarui di daerahmu!

Sumber daya alam yang dapat diperbarui di daerahku adalah tumbuhan, hewan, tanah, air, ikan, sapi.

FIGURE 4. PARI (Material Explanation)

e. BASO (Test Problem)

This section is designed to determine the level of understanding and achievement of learning objectives before students continue on to the next learning activity. This section contains practice questions regarding the material discussed. The BASO section is only integrated in math subjects that require a lot of practice. The more practice you do, the more your way of thinking develops. Likewise, if students do more and more exercises to solve mathematical problems, students will understand better and develop their way of thinking [32].



FIGURE 5. BASO (Test Problem)

f. LARI (Independent Exercise)

This section is designed to determine the level of understanding and achievement of learning objectives before students continue on to the next learning activity. This section contains practice questions regarding the material discussed. This section is a module characteristic that is not found in other teaching materials. Displays practice questions, assignments and the like that allow users to respond and measure their level of mastery [33].



A. Pilihlah jawaban berikut dengan tepat

1. Kegiatan utama orang yang bekerja menjadi dokter adalah ....
  - a. Mengemudikan pesawat
  - b. Membersihkan kelas
  - c. Mendidik murid
  - d. Mengobati pasien
2. Orang yang sukses meraih cita-citanya mempunyai sikap ....
  - a. Mudah menyerah
  - b. Tidak semangat
  - c. Selalu berusaha
  - d. Cepat putus asa
3. Salah satu bentuk karya sastra yang menggunakan kata-kata indah dan penuh makna adalah ....
  - a. Puisi
  - b. Pantun
  - c. Gurindam
  - d. Talibun


FIGURE 6. LARI (Independent Exercise)

g. NASI (Achievement Value)

The NASI section is applied at the end of the lesson which contains student self-evaluations, before students continue learning to the next theme. The NASI section also contains *feedback* to students that is useful for teachers



in making decisions, whether the subjects that have been implemented need to be improved or continued and for students to consistently improve learning achievement [34].



**NASI**  
(Nilai Prestasi)

- Koreksilah jawabanmu dengan kunci jawaban yang terdapat di akhir modul.
- Terapkanlah sikap jujur saat mengoreksi.
- Hitunglah jumlah benar yang kamu peroleh.
- Ubahlah jumlah benar menjadi skor dengan ketentuan sebagai berikut.  
Bagian A = Jumlah benar  $\times$  2  
Bagian B = Jumlah benar  $\times$  4  
Bagian C = Jumlah skor yang diperoleh
- Jumlah semua skor A, B dan C.
- Jika kamu mendapat skor lebih dari sama dengan 75, maka kamu emang anak cerdas karena sudah berhasil menyelesaikan semua kegiatan.
- Jika kamu mendapat skor kurang dari sama dengan 74, maka kamu harus mempelajari materi sebelumnya.

FIGURE 7. NASI (Achievement Value)

#### h. Motivational Sentences

Many slow learner children in schools receive less attention and motivation from teachers, due to the limited abilities of children [35]. Slow learner students need rewards to foster self-confidence [36]. One of them is by giving positive sentences which are presented in motivational sentences. By giving positive words so that slow learners do not feel different from other friends and can be more confident [37].

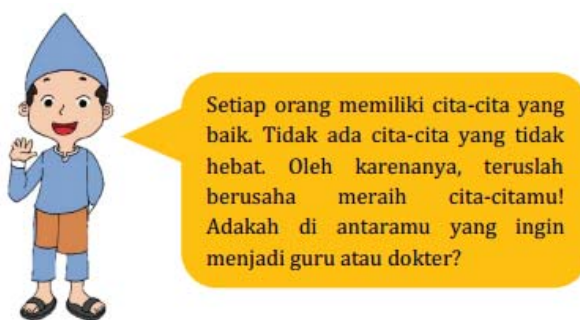


FIGURE 8. Motivational Sentences

## CONCLUSIONS

Based on a preliminary study, the available teaching materials only emphasize concepts so that they can not connect the culture in the surrounding environment with the subject matter. The teacher finds difficulties in the material presented in the teaching materials by providing examples that are sometimes difficult to find in the surrounding area. The expectations of students and teachers are the availability of teaching materials that are in accordance with the conditions of the school environment and accompanied by interesting and fun activities. E-

*confidence module based on ethno-edutainment* can be a reference that can be used in learning in elementary schools in accordance with the expectations of students and teachers.

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