



Development of Social Interaction E-Module through Platform X as Social Studies Teaching Material to Increase Learning Motivation and Digital Literacy at SMA N 7 Denpasar

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ABSTRACT

This study aims to develop an e-module based on Platform X as a teaching material for Social Sciences (IPS), especially on the topic of social interaction. This study is based on the integration of technology in learning as a student's need in the digital era. This research is a development research with a 4D model, including Define, Design, Develop, and Disseminate). Data collection through: 1) Expert validation questionnaire), 2) Learning motivation questionnaire, and 3) Student digital literacy questionnaire. Data analysis was carried out descriptively quantitatively. The results of the study showed that the practicality of the e-module by teachers was 91.25% and students were 86.45%. The effectiveness of the e-module showed that the results of student learning motivation were 73.71% and student digital literacy were 77.80%. Based on these results, the e-module based on Platform X is suitable for use as a teaching material based on digital technology in IPS subjects

INTRODUCTION

The presence of technology is no longer foreign to society, especially in the realm of education. The condition of society in the 4.0 era in the world of education is a way for society to respond to the needs of industry that adapts to the new curriculum to align with the needs of students. Technology together with education stand in harmony in order to improve the quality of education. Furthermore, in its application, the revolution minimizes the role of society (Rachael, 2022). Meanwhile, in its application, the learning process is still conventional. According to Yanuar and Pius (2023), conventional learning is learning that is carried out in the old way by relying on lectures and students tend to be passive. Based on the findings at SMA N 7 Denpasar, the facts reveal that teachers use textbooks, so that learning is textbook and monotonous. In addition, the availability of teaching materials is still limited, based on the results of observations, the books provided at schools still use books provided directly by the central government, meaning that there are no other reference sources such as LKS (Student Worksheets) and other sources, due to the limitations of teachers, namely teachers are not allowed to burden students to buy books. Developing e-module teaching materials is one solution to overcome the limitations of teaching materials, in addition to being economical e-modules, e-modules offer easy access without having to spend more money for students.

Permendikbud No. 22 of 2016 explains that the use of today's digital technology is an obligation to improve both teachers and students. Therefore, it is realized that the presentation of teaching materials in electronic form will certainly be more interesting and provide in complementing the role of teachers as a source of information for students, for example by developing a learning e-module. Erdi and Padwa (2021) in their research revealed that electronic modules are a solution to improve student learning outcomes because their appearance is attractive and simple to use. Findings in the field show that learning motivation is relatively low, this is in line with the achievement of student scores in sociology subjects on low social interaction material. The results of interviews with several students explained that students admitted that they had difficulty understanding the material because the social interaction material was more memorization. The development of social interaction e-modules through the X platform with the aim of increasing student learning motivation and digital literacy is one of the new things. In addition, the level of digital literacy also still needs to be improved, this is in line with global challenges that are the main focus of learning in the independent curriculum. The development of social interaction e-modules through the X platform is something new and relevant to the needs of the current curriculum and existing learning outcomes, namely students can understand sociology material as a science that studies social interactions, have critical thinking skills in responding to social problems, one of which is the interaction that occurs on the X platform. The use of the X platform as a learning tool is interesting. The public still considers the X platform to have a negative influence, even though the X platform is the number one platform as a provider of the latest news and contains social interaction content that can be used as contextual teaching materials for students. Through this understanding, students will be wiser in establishing social interactions through social media. Contextual

learning like this will be easy for students to understand so that it will indirectly increase learning motivation.

LITERATURE REVIEW

According to Samniar, 2019 learning resources are various types of tools used to assist the learning process, namely media, data, objects, facts and ideas. Learning resources can also be used to stimulate students' interest in learning and maintain students' enthusiasm for learning (Munawir, 2024: 64). According to Yaumi (2017: 30) learning resources are a learning device technology that can be in the form of hardware and software in the form of print, audio, computer-based, and integrated technology. Based on the development of the times, modules have now developed into two forms, including printed modules and electronic modules/E-Modules. The characteristics of e-modules are self-instruction, self-contained, stand-alone, adaptive, and user friendly (Depdinas, 2016). For example, e-modules with social interaction material. In line with this, according to Xiao (2018) social interaction is a relationship that is not passive because it does not only involve one individual but a group. The requirements for social interaction include social contact and communication (Maunah, 2018).

Interaction can occur in public spaces, public spaces mean everything that can be used by everyone such as public services, public places, public culture, government that forms community space (Priono, 2010). In this regard, according to Prasetyo (2022), public space is interpreted as a change from offline to online, including social interactions between people who start using social media such as Facebook, YouTube, X and others. Public spaces make it easier to get information (Saleh, 2004). One of the public spaces is the X platform. The X platform or formerly known as Twitter is a social media that is used as a means of disseminating information (Elsa, 2022:3). The advantage of X is that it facilitates communication and information quickly and is connected to many people (Solihin 2021:52). The development of social interaction E-Modules through the X platform can provide better changes in students' learning motivation. Learning motivation is something that can encourage individuals to achieve a certain goal (Sardiman, 2023). This means that motivation in learning is a psychological condition of students that can affect students' academic success. In addition, e-modules can improve digital literacy in students. Digital literacy is an individual's ability to interpret messages and communicate in various digital tools (Restianty, 2018:75). This explanation is in line with Saputra (2024:26) who revealed that digital literacy is the ability to find and evaluate information critically.

Research similar to this research is research by Erdi, and Padwa (2022), namely the development of e-modules with the Project Based Learning System. This study explains that e-modules help students to learn independently. Furthermore, research from Dari, et al. (2021) entitled Efforts to Positively Influence Learning Enthusiasm through Discovery Learning-Oriented E-Modules. The findings of this study further strengthen that e-modules are able to encourage student learning motivation. A similar thing was also expressed in Saparuddin's research (2021) on the Use of E-Modules as a Solution to Increase

Student Motivation and Learning Independence. This study reveals that e-modules contribute positively to increasing student independence in learning. This relevant research has contributed to researchers developing e-modules. The difference is in the focus of the material on the learning devices developed. Previous researchers emphasized more on the development of e-modules with collaboration on learning models, not social interaction e-modules through the X platform on students' digital literacy.

Hypothesis

1. **H 1:** The Importance of Developing Social Interaction E-Modules through Platform X
2. **H2:** There is Validity and Practicality of Social Interaction E-Modules through Platform X
3. **H3:** Social Interaction E-Modules through Platform X can Increase Learning Motivation and Digital Literacy.

Conceptual Framework

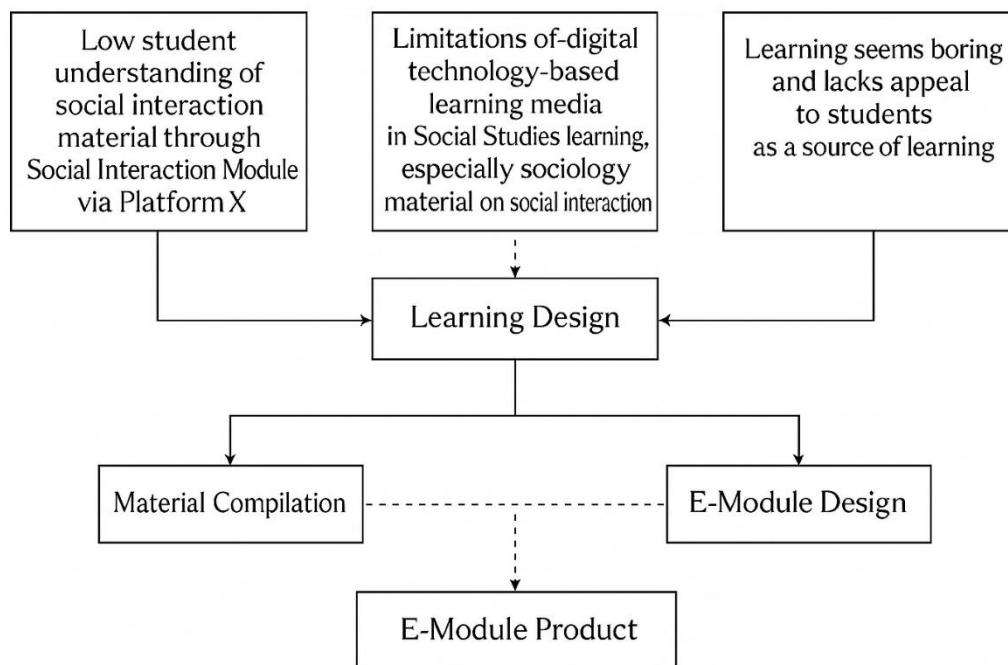


Fig 1. Conceptual Framework

METHODOLOGY

This type of research is a 4-D development model consisting of Define or definition, Design or planning, Develop or development, and Disseminate or dissemination. The population in this study were students of class X of SMA N 7 Denpasar. The selection of research samples used an equivalence test to ensure that the existing population had equivalent abilities, then sample selection was carried out using a random sampling technique. The researcher used a mixed approach or mix method. Data collection used document studies, observations, interviews, and questionnaires. Data analysis techniques were analyzed using quantitative descriptive methods.

RESULTS AND DISCUSSION




1. Define Stage





At this stage, observations and analysis of materials in social studies lessons, especially sociology, are carried out as an illustration of the teaching materials to be designed. This stage includes: (1) needs analysis, at this stage classroom observations are carried out, document studies in the form of teaching materials used by teachers, and interviews with teachers and students related to sociology learning problems; (2) curriculum analysis, in the form of observations of curriculum policies related to the social studies learning process, especially sociology; (3) analysis of student characteristics, at this stage the student observation process is carried out in the form of student interactions in the classroom during learning, student enthusiasm, and student learning outcomes (3) material analysis (analysis of learning resources, analysis of learning achievements and learning objectives) and (4) integration studies at this stage an analysis of social interaction material is carried out which is linked through e-modules.

2. Design Stage

At this stage, researchers begin to compile teaching devices or materials in the form of e-modules on sociology material. The material designed is adjusted to learning achievements and learning objectives, namely social interaction. This stage includes (1) The design process includes a literature study, at this stage identification is carried out from various sources in the form of journals and articles. Next, the selection and compilation of material content, at this stage, start compiling and sorting images, videos, and other content based on the relevance and suitability of the material so that it is easy for students to understand, then create products using the Canva application. At this stage, start compiling the content framework, determining features and designs that are attractive and easy to use. (2) Compilation of research instruments, at this stage is the activity of compiling instruments in the form of expert validation questionnaires for material, media and language, learning motivation questionnaires, digital literacy questionnaires and practicality questionnaires by teachers and students. (3) Internal testing of the e-module design draft, at this stage the e-module product draft that has been made will be tested internally by material, language and media experts to find errors so that they can be revised for the sake of improving the product being developed.

Table 1. E-Module Product Compilation Stages

No	Part	Description	Appearance
1	Cover	On the cover page, the identity of the e-module is listed, such as: curriculum, material, class, type of science group, and author's name. The cover design contains a picture of students doing social interaction.	
2	The Beginning	<p>In this Display there are:</p> <ol style="list-style-type: none"> 1. Prajata: This section contains thanks to the parties who have contributed to the preparation of the e-module. 2. Table of Contents: This section contains all parts of the writing with the page numbers related to the contents of the e-module. 3. Concept Map: This section contains topics that are interconnected with each other. 4. Instructions for Using the E-Module: This section contains instructions or steps in using the e-module so that users can easily use it and is equipped with a pre-test 	
3	General Information	<p>In this Section there are:</p> <ol style="list-style-type: none"> 1. E-Module Identity: This section contains the name of the compiler, school name, year, level, subject name, main material. 2. Pancasila Student Profile, Meaningful Understanding, Learning Achievements, Learning Objectives, Initiator Questions, Facilities and Infrastructure, Learning Strategies, Learning Resources and Learning Models 	

4	Discussion 1	<p>In this Section there is Material that explains about:</p> <ol style="list-style-type: none"> 1. The concept of social interaction 2. Contact and communication as a requirement for social interaction 3. Characteristics of social interaction 4. Driving factors that influence social interaction 5. Explanation on YouTube as a reinforcement for the material on the concept of social interaction 6. Summary of material and reflection 	
5	Discussion 2	<p>In this section there is Material that Explains about:</p> <ol style="list-style-type: none"> 1. Forms of social interaction 2. Analysis of social interaction on platform X 3. Reflection content with a simple crossword puzzle game 	
6	Post-Test, Bibliography, Glossary	<p>At this stage is the evaluation stage which is equipped with a post-test and remedial, bibliography and glossary.</p>	
7	Author Biodata	<p>In this section there is an explanation of the author's biodata.</p>	

3. Develop Stage

At this stage, the e-module that has been created in the design stage will then be tested on students and teachers to determine the extent to which the e-module is suitable for use through field testing with small groups. The stages of this development are (1) the e-module will be tested by judges to examine it from experts in terms of material, media and material; (2) Trial in small groups by measuring the level of student learning motivation, student digital literacy and

practicality in using the e-module by teachers and students. The research data include:

a. **Research Data on the Practicality of the E-Module**

The practicality test stage of the Social Interaction e-module was carried out on students and teachers as users. The researcher asked social studies teachers, especially sociology teachers and 35 students to assess the e-module that had been developed through a practicality questionnaire. Based on the results of the practicality test from teachers and students, an average percentage value of 81.30% was obtained. This shows that the level of practicality of the E-Module that was developed is very practical.

b. **Data from the Results of the Study Motivation Test**

Based on the results of the data analysis conducted, the average percentage value was found to be 73.71%. This shows that the level of student learning motivation from the use of E-Modules as teaching materials is high.

c. **Based on the results of the data analysis conducted**

The average percentage value was found to be 77.80%. This shows that the level of student digital literacy is high.

4. Disseminate Stage

The dissemination stage is carried out to introduce the product of the development so that it is accepted by users. The distribution of this e-module is carried out by publication through journals and distributed online through links shared via social media such as class Whatshap groups.

1. The Importance of Developing Social Interaction E-Modules Through Platform X

In the digital era, the transformation of learning from conventional to modern models by integrating digital technology is a must. One form is using e-modules. Social interaction material through platform X in social studies subjects is very relevant to be developed through e-modules because of its very contextual nature, meaning it is close to students' daily lives. Platform X was chosen as the media for delivering the material because the support offered is multimedia (there are texts, images, videos) which of course can encourage students' enthusiasm for learning.

In accordance with the results of interviews conducted with teachers, students and vice principals in the curriculum field, the development of social interaction e-modules is very important to be developed for several reasons, including (1) Student needs, increasingly advanced developments encourage changes in the field of education. Everything that is conventional and traditional is less popular with students. The limited availability of learning resources for children results in learning becoming monotonous and boring, resulting in low student learning motivation. Therefore, there is a need for innovation in learning by inserting technology into it. Following up on these needs, the development of this interactive e-module is one solution. In addition, e-modules offer various advantages when compared to other conventional learning media such as easy access to materials that are not limited by time and place, because e-modules are flexible. Furthermore, e-modules are also economical and do not require expensive costs so that students are not burdened with spending money such as buying books and others. The material presented to students is also quite interactive

because it is equipped with images, videos and other interactive content so that students are able to understand the material in depth. (2) Teacher needs, the development of this e-module provides many contributions to teachers in the teaching process. This is reinforced by the ease of applying e-modules to students during the learning process. Teachers will find it easier to create a conducive atmosphere in the classroom. The learning content presented in the e-module is able to attract students' attention so that the interaction between teachers and students becomes more focused, for example during discussions. The interaction between teachers and students becomes more clearly visible because of the discussion project contained in the e-module. In addition, teachers do not need to have difficulty creating complicated learning media because in the e-module the learning media has been systematically arranged and adjusted to the learning achievements of students. (3) Curriculum Suitability, e-module development is one of the curriculum demands. The independent curriculum is one of the curricula that demands the integration of learning with digital technology. The content of social interaction material through the X platform is very relevant to be developed because understanding this material will contribute directly to strengthening the literacy in the independent curriculum, namely digital literacy in students. The use of technology is considered mandatory for both students and teachers. This e-module development innovation can be a solution to facilitate the independent learning process for students. In addition, the development of this e-module can be used as a new breakthrough in facing future challenges.

2. Level of Validity and Practicality of the Social Interaction E-Module Through the X Platform

The development of this e-module learning media has been tested for validity and practicality. Validity concerns suitability with the curriculum, pedagogical principles, and digital technology media standards. Validity testing is carried out by experts or material, media and language experts to ensure that the contents of the e-module are in accordance with the learning achievements and learning objectives of social studies, especially sociology. While practicality relates to the extent to which the e-module can be easily applied by teachers and students. Based on the judgment test or expert validity test, it was found that the E-Module from the perspective of media experts has high validity with a Content Validity value or VC = 1, from the perspective of material experts it has high validity with VC = 1, and from the perspective of language experts it also has high validity with a value of VC = 1. Meanwhile, in the practicality test that has been tested on students. Based on the results obtained, the average percentage value was found to be 81.3%. This shows that the level of practicality of using this E-Module is very practical

Therefore, the hypothesis regarding the validity and practicality of the social interaction e-module through Platform X is very reasonable. When the e-module is designed with the right pedagogical principles and supported by a functional digital platform, the media is not only theoretically feasible, but also effective and efficient in its application in the classroom. This is an important foundation in the development of digital teaching materials that are able to answer

the challenges of social studies learning in the digital era, especially at SMA N 7 Denpasar.

3. Social Interaction E-Module through Platform X can Increase Students' Learning Motivation and Digital Literacy

The need for innovative, flexible and contextual learning is mandatory. The social interaction e-module through platform X answers these challenges. This hypothesis originates from the demands of the curriculum so that the e-module is designed in an attractive and functional way so that it can provide a positive influence on two aspects, namely students' learning motivation and digital literacy. The novelty of this study can be seen from several main aspects, including (1) integration of social interaction material in IPS with Platform X, this is very relevant to the lives of adolescents in this context, namely students and the formation of student character. (2) the use of Platform X as a basis for developing e-modules provides advantages in terms of flexibility and interactivity to the development of digital technology in the field of education. (3) This social interaction e-module can increase students' motivation and digital literacy. These two aspects are new, especially in the digital literacy content. In previous similar studies, research on e-modules focused more on student learning independence, but this study focused more on motivation and increasing digital literacy. Based on the results obtained, it was found that the average percentage increase in student learning motivation was 73.71%. This shows that the level of student motivation from using this e-module is high. While the findings of students' digital literacy were 77.80%. This shows that the level of students' digital literacy is high.

The increase in students' learning motivation and digital literacy was recognized by students because the e-module was very attractive and practical in appearance so that students were encouraged to study together. Based on the results of interviews with several students, they admitted that they felt interested and motivated, they were more active in independently studying the material without having to rely on teachers and textbooks. In addition, students admitted that their digital literacy skills were also increasingly honed in facing future learning challenges.

CONCLUSION AND RECOMMENDATION

Based on the Results of the E-Module Development that has been Carried Out, Several Things can be Concluded as Follows:

1. The development of the social interaction e-module based on Platform X was carried out by referring to the 4D model development model, which includes the stages of identifying needs, initial design, development, testing, revision and evaluation. The e-module developed contains interactive materials, practice questions, learning videos, and other supporting features that make it easier for students to understand social studies material.
2. The feasibility of the e-module based on the validation results from material experts, media experts, and teacher and student responses shows that the e-module is very suitable for use as a learning medium. The aspects of content, appearance, and interactivity received very good ratings.
3. The application of e-modules in social studies learning at SMA N 7 Denpasar has proven effective in increasing student learning motivation, as indicated

by an increase in learning motivation scores before and after using the e-module.

4. In addition, e-modules also play a significant role in increasing students' digital literacy, especially in the ability to search for, evaluate, and use information from various digital sources wisely.

FUTHER STUDY

Based on the Research Results and Conclusions Above, the Author Provides Several Suggestions as Follows:

1. For social studies teachers, this e-module can be used as an alternative learning e-module that is relevant to the needs of today's students who are familiar with technology. It is recommended that teachers continue to develop digital-based teaching materials to improve the quality of learning.
2. For students, it is expected that they can use this e-module not only as a learning resource, but also as a means to train independence, increase learning motivation, and strengthen digital literacy in the midst of the information era.
3. For further developers or researchers, it is recommended to carry out further development with a wider scope of material, more complete interactive features, or integrate other technologies such as Canva to support a more innovative learning experience.
4. For schools, it is expected to be able to support and facilitate the use of digital learning media such as this e-module by providing devices, teacher training, and technology-based learning policies.

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The author is aware that this research is far from perfect. However, it is expected that this research will contribute to the development of a theory about learning motivation and other learning device development research, thus adding new knowledge for its users. Hopefully this research will be useful for students, students, teachers, and other academics. The researcher's gratitude goes to those who have contributed both in terms of providing input and suggestions and in terms of providing encouragement in completing this research.

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