

# **BOOKCO: MAIZE-ORIENTED SOCIAL SKILLS-BASED E-MODULE IN ELEMENTARY SCHOOLS**

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## **Abstract**

Social skills are crucial in students' daily lives, including the ability to communicate effectively, share ideas, collaborate well, and actively participate in community groups. E-Modul is a form of media presentation of self-study teaching materials arranged systematically and presented electronically, developing a social skills e-module focused on maize cultivation. This research can help students develop the necessary skills to interact effectively. This development research aims to produce e-modules based on social skills Corn-Oriented that are valid, practical, and effective. The research method used in this development study follows a development research using a 4D model, consisting of four stages: namely (1) define, (2) design, (3) develop, and (4) disseminate. The subject of this research is the fifth-grade students of Elementary School Gili Barat. The validation results for the validation of the learning design showed an overall score of 82.5%. The average results of the validation scores provided by linguists from linguists, materials experts, and teaching materials design experts were 94.79%. The average score obtained from the questionnaire responses of both teachers and students was 98.69%. In the teacher activity observation sheet results, a perfect score of 100% was recorded, while the student activity observation sheet showed a score of 97.4%. Furthermore, the learning outcomes achieved met the criteria for classical completeness, with a score of 100%. Based on these findings, the development research concludes that the corn-oriented social skills-based e-module is not only valid but also interesting and effective for use in the learning process.

**Keywords:** E-Module, Based On Social Skills, Maize-Oriented

## **INTRODUCTION**

Education plays a fundamental role in the lives of elementary school students, serving as the starting point for their academic journey. Globalization plays a significant role in supporting the attainment of educational objectives at the elementary school level, contributing to developing a comprehensive foundation for independent life skills. Today's elementary school students are notably distinct from previous generations as they navigate a world shaped by civil society, the nation-state, and globalization<sup>1</sup>. The ability to communicate effectively, share ideas, collaborate well, and actively participate in

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<sup>1</sup> Elpri Darta Putra, Marhamah Marhamah, and Zaka Hadikusuma Ramadan, "Pengembangan Bahan Ajar Tematik Berbasis Nilai-Nilai Budaya Melayu Di Sekolah Dasar," *Jurnal Aplikasi IPTEK Indonesia* 2, no. 3 (2018): 101–5, <https://doi.org/10.24036/4.32130>.

community groups is crucial<sup>2</sup>. Effective communication can be facilitated through role-playing, discussions, small group activities, and relevant teaching materials<sup>3</sup>. The ability to communicate and transformative skills are balanced by disseminating competent information to share ideas<sup>4</sup>. Collaboration represents a collective human endeavor that simultaneously influences various instructional outcomes. These intended outcomes include reasoning, retention, motivation, interpersonal attraction, friendship, prejudice, appreciation of differences, social support, self-esteem, and social competence<sup>5</sup>.

In this era of globalization, it is imperative for society as a whole, including educators, to adapt to these inevitable changes and developments. Education is no longer confined to the traditional model of transferring information from educators to students<sup>6</sup>. It has evolved into a multifaceted process that emphasizes the humanization of individuals. Individuals or organizations with the responsibility and authority to govern, regulate, or make decisions on behalf of the public or a specific jurisdiction need proficiency in working with school systems and administration to meet the demands of the present times. Educational programs are now focused on fostering human potential by integrating various aspects such as knowledge, cultural relevance, language, style, and social dynamics. This comprehensive approach enables adaptation to the ever-progressing realms of innovation and data flow<sup>7</sup>.

According to Fajri (2018), the 2013 Curriculum takes a scientific approach and includes several scientific activities such as observing, asking, reasoning, trying, processing, presenting, concluding, and communicating<sup>8</sup>. Using a scientific approach can help students learn more actively based on activities, which is one of its advantages. With logic exercises, students can further develop aspects of attitudes, knowledge, and abilities. The 2013 curriculum uses a scientific approach and thematic learning or teaching methods that combine various subjects and competencies. Students in elementary schools no longer allocate their time to subjects such as mathematics, science, and Indonesian; instead, they focus completely on one topic. There are still many challenges in thematic learning. The distribution of teaching materials in the form of books to schools and the students who follow them significantly impacts the learning process.

During an interview conducted on September 8, 2021, with a fifth-grade teacher from Elementary School Gili Barat, it was revealed a class V teacher at Elementary School Gili Barat on September 8, 2021, revealed that this school has been using the 2013

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<sup>2</sup> Muhammad Mushfi El Iq Bali, "Model Interaksi Sosial Dalam Mengelaborasi Keterampilan Sosial," *PEDAGOGIK: Jurnal Pendidikan* 4, no. 2 (2017): 211–27, <https://ejournal.unuja.ac.id/index.php/pedagogik/article/view/19>.

<sup>3</sup> Ajeng Apridiyanti, "Pengaruh Pendapatan Asli Daerah Terhadap Kinerja Keuangan Pemerintah Daerah Kabupaten Dan Kota Di Jawa Barat 2013-2017," *Jurnal Akuntansi & Ekonomi FE. UN PGRI Kediri* 4, no. 3 (2019): 32–41. Hana Septina Kristanti, "Peningkatan Kecakapan Berkomunikasi Dan Hasil Belajar PKn Siswa Kelas 6 Dengan Talking Stick Berbantuan Salindia," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 8, no. 3 (2018): 293–301.

<sup>4</sup> Muhammad Farhan Hamzah and Muzakar Isa, "Pengaruh Kemampuan Dalam Berkomunikasi Dan Kepemimpinan Transformasional Terhadap Kinerja Karyawan Dengan Berrbagai Variabel Mediasi," *INNOVATE: Journal Of Social Science Research* 3, no. 5 (2023): 8739–53.

<sup>5</sup> Marjuni, Bambang Hermansah, and Farizal Imansyah, "Upaya Peningkatan Kemampuan Kerjasama Dalam Belajar Melalui Permainan Tradisional Pesan Berantai Pada Anak Kelas VI SD Negeri 02 Rantau Panjang Kabupaten Orga Ilir Tahun Ajaran 2019/2020," 2020.

<sup>6</sup> Widya Pratiwi and Johar Alimuddin, "Pengembangan Bahan Ajar Bermuatan High Order Thinking Skill ( HOTS ) Pada Pembelajaran Tema Persatuan Dalam Perbedaan.,," *Prosiding Seminar Nasional Unimus 1* (2018): 531–38.

<sup>7</sup> Dwi Aisyah Wahyuning, Muhana Gipayana, and Ery Tri Djatmika, "Pengembangan Bahan Ajar Berbasis Literasi Bercirikan Quantum Teaching Untuk Mengoptimalkan Pembelajaran Efektif Dan Produktif," *Jurnal Pendidikan* 2. Nomer 5 (2017): 667–75.

<sup>8</sup> Zaenol Fajri, "Bahan Ajar Tematik Dalam Pelaksanaan Kurikulum 2013," *Pedagogik* 05, no. 01 (2018): 100–108.

curriculum since 2014 that the school has been utilizing the 2013 curriculum since 2012. The class V teacher explained that there are two classes in the fifth grade, namely, class VA and class VB, consisting of students with an average age of 11 years. The teacher further mentioned that students in the fifth grade prefer interactive learning styles, such as engaging. In class V students, learning styles tend to prefer interacting with each other, such as communication, discussion, collaboration, and group work. However, because teachers do not understand these social skills, they never implement social skills-based learning. Unfortunately, due to a lack of understanding among teachers regarding these social skills, there has been no implementation of social skills-based learning in the classroom. On the other hand, teachers often use conventional methods such as lectures or questions and answers. According to research, not enough activities teach students to take turns or share, respect each other, help each other, follow instructions, control emotions, express opinions, and accept opinions. Additionally, there are not enough activities that teach students to take turns or share. As demonstration material in class, educators only use topical books provided by the school. Teachers only use books the school provides because teachers and schools do not develop other teaching materials to help students learn in class. The class teacher said that due to the lack of social skills, students interacted less with each other because they were only interested in learning from less engaging and interactive books. Teachers rarely use skills such as problem-solving, oral and written communication, respect for others, working with various people, and adapting to the environment to improve students' social skills. This is because students are rarely given learning activities that use corn material and questions or activities based on social skills. Elementary School Gili Barat is trying to carry out offline learning during this pandemic. Therefore, not all students do offline learning, but some are still online according to schedule. Researchers also found that online learning is ineffective because it only allows students to give assignments without clear feedback. In fact, according to the homeroom teacher's explanation, all parents have joined the study group, and nowadays, most children are more intelligent than their parents in using technology. According to the class teacher's explanation, having an electronic module with a corn theme and a focus on social skills is beneficial because students are already familiar with corn and know what it is because most of their parents are farmers. As a result, this electronic module can be used as an alternative teaching resource by teachers.

Apart from the findings of interviews and observations carried out in class V of Elementary School Gili Barat Kamal, the researcher looked at the learning activities carried out by the teacher in limited face-to-face classes exploring the learning activities carried out by the teacher in limited face-to-face classes provides a deeper understanding of the specific instructional strategies, pedagogical approaches, and classroom dynamics that contributed to the learning experience, where he taught students who had unusual absences at that time. Researchers also conducted cellphone observations in the VA-B class WhatsApp group. This shows that learning is not yet ready to use innovation-based media or teaching materials. Teachers are also limited in providing materials or assignments for students to complete in student thematic books and cannot fully design and create technology-based media and teaching materials. Based on this, it can be seen that students' responses to online learning are not reciprocal, so learning is less interactive and active because only thematic books provide material and answer questions. After observing that there were no activities that taught students how to take turns or share, how to appreciate or respect each other, how to help each other, how to follow instructions, how to control emotions, how to express and accept opinions, or how to take turns or share.

Only student books contain learning activities for taking notes, remembering, and working on questions during class. Learning makes students less interested in learning activities and makes them increasingly bored. The nature of learning as a whole is still low, one of which is caused by the immaturity of the extraordinary skills of educators.

Learning is encompassed by figuring out how to remember words, realities, or strategies. According to (Fajri, 2016)<sup>9</sup>, graduates of this school lack creative thinking, language, and problem-solving skills. The same thing also happens at Elementary School Gili Barat Kamal, where teachers still rely on theme books and traditional learning methods, especially in class V. This makes students tired, indifferent, and less focused on learning. Students continue to be self-centered and individualistic, only wanting to be with the group of their choice. Students who understand the material will generally not be interested in students who don't. So that student interaction is less developed and has less impact on learning outcomes.

Teachers need to use innovations in teaching materials to support the learning process, especially with students' understanding of local wisdom, as one way to create active students with students developing social skills. Corn is one of the local wisdom in Madura. Madura is one of the corn-producing islands in Indonesia; around 4,000 hectares of Madura Island are planted with corn<sup>10</sup>. Because corn is one of the primary food commodities after rice, it has high economic value and has the potential to be developed to answer increasing demand. Corn is often found in the surrounding environment, especially among students at Elementary School Gili Barat Kamal, where the school location is surrounded by rice fields and people's houses. With corn-based interactive ability-based performance materials, students can build an understanding of how to interpret corn that is familiar to them.

Learning activities that require students to interact and communicate with each other orally and in writing are one way that social skills-based teaching materials facilitate interactions that can be used in the classroom. Demonstration materials are materials or data, devices, and texts that are deliberately arranged, which students will master and use in learning to organize and focus on the implementation of understanding. Demonstration materials must contain facts, ideas, standards, and methods that are meaningful and prepared based on marker plans and ability achievements<sup>11</sup>. Teachers can create a learning process tailored to students' characteristics and environment with the help of teaching materials. According to Diver (2018), "good learning" refers to an educational method in which a teacher is positioned to motivate, facilitate, and guide students as they build their knowledge. This is done by assigning teachers to design a learning process that suits students' characteristics and environment. Written or unwritten materials can serve as teaching materials. Modules are one type of teaching material, and E-modules are electronic teaching materials designed to help students achieve the desired learning outcomes<sup>12</sup>. This e-module is an ICT-based module. Its interactive nature makes it easier to use than printed modules, allows you to display and load images, audio, video, and animation, and has formative tests and quizzes that give you fast, automated feedback<sup>13</sup>. Student interest and motivation in the thematic learning process are greatly enhanced by using this electronic module.

An integrated thematic approach is currently used in primary education. Coordinated topical growth experiences must be planned in such a way by educators by considering the potential and qualities of their respective regions, one of which focuses on social qualities

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<sup>9</sup> Fajri.

<sup>10</sup> Fajar Luqman et al., "Pembelajaran Secara Maksimal . Selain Itu , Media Juga Memiliki Kontribusi Dalam Pembelajaran Sampai Pada Kesimpulan , Bahwa Proses Dan Hasil" 01, no. 02 (2020): 44–52.

<sup>11</sup> Fajri, "Bahan Ajar Tematik Dalam Pelaksanaan Kurikulum 2013."

<sup>12</sup> A A M Maharcika, N K Suarni, and I M Gunamantha, "Pengembangan Modul Elektronik (E-Modul) Berbasis Flipbook Maker Untuk Subtema Pekerjaan Di Sekitarku Kelas Iv Sd/Mi," *Jurnal Pendidikan Dasar Indonesia* 5, no. 2 (2021): 165–74.

<sup>13</sup> I M Suarsana and G A Mahayukti, "Pengembangan E-Modul Berorientasi Pemecahan Masalah Untuk Meningkatkan Keterampilan Berpikir Kritis Mahasiswa," *Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI)* 2, no. 3 (2013): 193, <https://doi.org/10.23887/janapati.v2i3.9800>.

as neighborly skills<sup>14</sup>. It is an interdisciplinary, multidisciplinary, and transdisciplinary integration based on an integrated thematic curriculum implemented in 2013. Therefore, in elementary schools, thematic learning combines the dimensions of attitudes, knowledge, and skills into one unit; it also combines the Core Competencies of each subject so that each subject still has its own Basic Competencies; it connects subjects with the environment around them; and combining competencies from several basic lessons to combine them so that they strengthen each other<sup>15</sup>.

Social skills are critical in learning. Seefeldt and Barbour (1994:57-59) state that social skills include communicating, sharing, working well, and participating in community groups<sup>16</sup>. The skills aspect includes social skills and intellectual skills so that students are responsive to social problems around them and can collaborate with other people in everyday life. According to (Alwansyah, Edy Purnomo, and Pargito, 2015), indicators of students' social skills achievement are (1) the ability to take turns or share, (2) the ability to appreciate or respect, (3) the ability to help or assist, (4) ability to follow instructions, (5) ability to control emotions, (6) ability convey an opinion, (7) the ability to accept opinions. Students' social skills are taught so that they can live and work together, participate, and respect the rights of others. They have social responsiveness and the option to control themselves in public activities<sup>17</sup>. The social skills of basic education graduates are still poor, and participation in various community activities is also decreasing. However, the embodiment of social values developed in schools is not yet visible in everyday society.

Apart from the results of interviews and observations, researchers also distributed questionnaires to class V students at Elementary School Gili Barat on Wednesday, September 13, 2021, to find out students' knowledge regarding current learning using thematic books. The results of the student response questionnaire regarding the learning process were based only on theme books and knowledge about social skills and corn, and the results of the student questionnaire recap were distributed to 10 class V students. The results of the student questionnaire showed that 8 students said they liked thematic learning, and 2 other students did not like thematic learning. 9 out of 10 students stated that thematic learning was easy. 10 students stated they did not have books other than thematic books from school. 7 out of 10 students stated that the thematic books they owned were not interesting. 10 students stated that they enjoyed learning in groups and working together, but 10 students did not know about social skills, and 10 students stated that they had never carried out learning by practicing the ability to take turns or share, the ability to appreciate or respect, the ability to help or assist, the ability to follow instructions, the ability to control emotions, the ability to express opinions and receive opinions. Then, the 10 students knew about corn, but these 10 students had never studied using corn. 7 out of 10 students stated that they were not enthusiastic about doing the assignments given by the teacher even though 10 of these students liked interesting books or pictures and enjoyed learning through video/audio, which was supported by their parents because 10 students stated that they provided facilities with a cell phone.

From these results, it can be seen that innovations are needed to train students' social skills in learning. A student's success in school is not only measured by how well they can think but also by how well they can feel and move. Respect for one another should be a

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<sup>14</sup> Putra, Marhamah, and Ramadan, "Pengembangan Bahan Ajar Tematik Berbasis Nilai-Nilai Budaya Melayu Di Sekolah Dasar."

<sup>15</sup> Novika Auliyana Sari, Sa'dun Akbar, and Yuniastuti, "Penerapan Pembelajaran Tematik Terpadu Di Sekolah Dasar," *Journal.Um.Ac.Id* 3, no. 12 (2018): 1572–82, <http://journal.um.ac.id/index.php/jptpp/article/view/11796>.

<sup>16</sup> Bali, "Model Interaksi Sosial Dalam Mengelaborasi Keterampilan Sosial."

<sup>17</sup> Jenny Indrastoeti and Hasan Mahfud, "Pembelajaran Kooperatif Dengan Pendekatan Experiential Learning Untuk Meningkatkan Keterampilan Sosial," *Mimbar Sekolah Dasar* 2, no. 2 (2015): 140–51, <https://doi.org/10.17509/mimbar-sd.v2i2.1325>.

requirement in all social interactions, both inside and outside of school, and it should be considered of utmost importance. Therefore, starting from elementary school, students need to be taught and taught how to develop social skills.

So, the research conducted by this researcher is supported by several previous studies. Some of these studies are: (1) Development research using HOTS-based E-modules, carried out by previous researchers by Arista Kustyamegasari (2021)<sup>18</sup>. This development research uses a 4D model. This research aims to determine the validity, attractiveness, and effectiveness of HOTS-based e-modules in theme 7 subtheme 1 grade 5 elementary school. The similarity with this research lies in the teaching materials developed using e-modules, which contain one sub-theme. Relevant development research (2) is conducted by Dwi Mirza Yanti (2018)<sup>19</sup>. This development research uses a model by Borg and Gall. This research aims to create social skills-based teaching materials for fifth-grade students at Elementary School Negeri 027977 Binjai. The similarity with this research lies in the learning tools developed, namely teaching materials and social skills. Next, relevant development research (3) was carried out by Muhaimin H. Lamahala et al. (2018)<sup>20</sup>. This development research uses the Research and Development model. This research equation is based on corn.

## RESEARCH METHODS

Development research carried out by researchers uses the 4D development model. The reason the researcher took the 4D development model refers to the theory of Mulyatiningsih, which explains that in development research, this model is often used to develop teaching materials such as modules, student worksheets, and textbooks. This model also has 4 steps: Define, Design, Development, and Disseminate<sup>21</sup>. This development's expected goal is developing corn-oriented social skills-based E-Module teaching materials that meet the criteria for feasibility, effectiveness, and characteristics of the E-Module form in theme 8 subtheme subthemes 1.

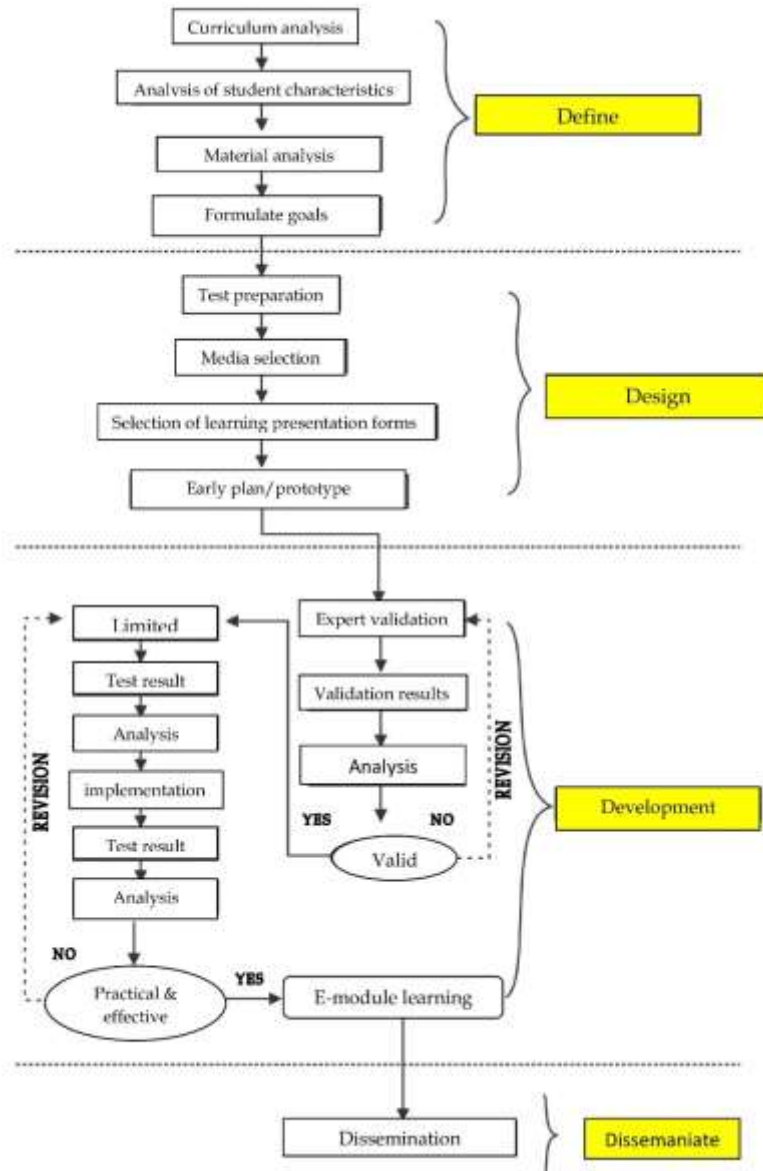
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<sup>18</sup> Arista Kustyamegasari, "Pengembangan E-Modul Berbasis Higher Order Thinking Skills Pada Tema 7 Subtema 1 Kelas V Sekolah Dasar" (Universitas Trunojoyo Madura, 2021).

<sup>19</sup> Dwi Mirza Yanti, "Pengembangan Bahan Ajar Berbasis Keterampilan Sosial Untuk Meningkatkan Hasil Belajar IPS Pada Siswa Kelas V SD Negeri 027977 Binjai," 2018.

<sup>20</sup> Muhaimin H Lamahala, Sumarni Lamem, and Uslan, "Pengembangan Media Jaringan Epidermis Tanaman Jagung (*Zea Mays* L.) Yang Tumbuh Di Kota Kupang Sebagai Sumber Belajar Tambahan Pembelajaran IPA SD Berbasis Kearifan Lokal," *Photosynthetica* 5, no. 2 (2018): 15–25.

<sup>21</sup> Endang Mulyatiningsih; Apri Nuryanto;, "Metode Penelitian Terapan Bidang Pendidikan / Endang Mulyatiningsih," 2014.



**Picture 1.** 4D Model Development Procedure

Defining the 4D development model is the first thing that needs to be done. At the definition stage, this stage is also often called needs investigation. Four steps must be completed in this development research at the definition stage: curriculum analysis, analysis of student characteristics, material analysis, and formulation of objectives. The next stage, namely planning or preparation, has 4 stages: the first is collecting test models, the second is selecting media, the third is choosing the type of learning demonstration, and the fourth is compiling/basic model. There are four steps in this planning stage: creating test criteria, choosing media, choosing a lesson presentation format, and making an initial plan or prototype. The final stage of research and development of 4D models is the dissemination stage. Items that have gone through a modification or improvement process as the final result of improving the e-module based on corn-based interactive capabilities will be disseminated widely.

Trial design is the flow of the trial design that researchers will carry out in this development research. The quality of development research results can be measured through trials of development products whose validity has been tested. Product development needs to be tested to build confidence in development research results and measure the product's effectiveness and attractiveness.

The next step is to test the corn-based social skills-based e-module development product, which has been confirmed as valid by experts. In 4D floating models, there should be limited testing and implementation trials. If the results of limited trials and implementation trials show that the e-module based on corn-based interactive capabilities meets the adequacy and attractiveness model, then at that time, the e-module product is announced as the final result. However, researchers must improve or revise the product based on suggestions and feedback received during limited and implementation trials if it has not been declared effective and attractive at the time of limited trials.

Six students from the VB class at Elementary School Gili Barat were selected as limited trial subjects to learn and develop this e-module. Two students have high ability, two have medium ability, and two have low ability. Rohman and Amri, as stated in Mahardika, (2021: 54), said that subject selection requires a minimum of five to ten students who are different from those used for the initial research and are selected to reflect the characteristics of the population. The subsequent trial will follow a limited trial. The initial implementation was to use groups with a more significant number of students.

Around 20 students were selected with different qualities (level of knowledge, foundation, orientation, age, learning progress, etc.) according to the attributes of the target population<sup>22</sup>. Therefore, as implementation test subjects, researchers used 21 VA class students at Elementary School Gili Barat with varying levels of understanding, ranging from high to medium to low.

Using qualitative and quantitative descriptive analysis, data collection methods are managed by processing data from expert validation and target trials. Data in the form of responses, criticism, and suggestions collected from learning design experts, media experts, material experts, language experts, student response questionnaires, teacher response questionnaires, teacher activity sheets, and the results of interviews with teachers are examples of qualitative data. Student learning outcomes, teacher response questionnaires, teacher activity sheets, expert validation test questionnaires, and data in numbers are examples of quantitative data. Then, data analysis will answer the objectives of the development research, namely whether the corn-oriented social skills-based E-Module is effective, interesting, and valid.

## **DISCUSSION**

One type of product development research has been carried out by researchers in the form of teaching materials, specifically corn-based social skills learning e-modules on theme 8 subtheme 1 in class V of elementary schools. The social skills-based learning e-module will be evaluated for its validity, attractiveness, and effectiveness as a result of this development research. Expert validation results show the validity of the learning e-module. Teacher and student responses to the questionnaire revealed fascination. Adequacy must be seen from the teacher's movement perception sheet, student action perception sheet, and student learning outcomes.

Corn-based interactive ability-based e-modules can be communicated as demonstration materials or learning assets to help students find material for topic 8 subtopic 1 and further develop students' interactive abilities. In this situation, the teacher's role is to facilitate the student's learning process. By utilizing technology, researchers create e-modules that can be packaged like electronic books called e-modules. Apart from that, the use of applications and technology in presentations. Lessons 1, 2, and 5 in theme 8 subtheme 1 grade V elementary school, which cover topics such as natural science

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<sup>22</sup> Putri Diah Kusuma Wadani, Mohammad Edy Nurtamam, and Fachrur Rozie, "Pengembangan Lagu Edukasi Matematika Dalam Pembelajaran Matematika Dengan Menggunakan Metode Edutainment Di SD Keleyan 1 Socah," in *Seminar Pendidikan Matematika UMM 2018*, 2018.



(IPA), Indonesian language, and arts and culture and crafts (SBdP), are included in this e-module.



Figure 1. Example of e-module in the application

The corn-oriented social skills-based e-module teaching materials have gone through test results for validity, attractiveness, and effectiveness. Validity data can be seen, namely the percentage of results from learning design expert validation of 82.5%, language expert validation of 96.87%, material expert validation of 95%, and teaching material design expert validation of 92.5%. The percentage results obtained by each expert then obtained an average combined value of 91.72%.

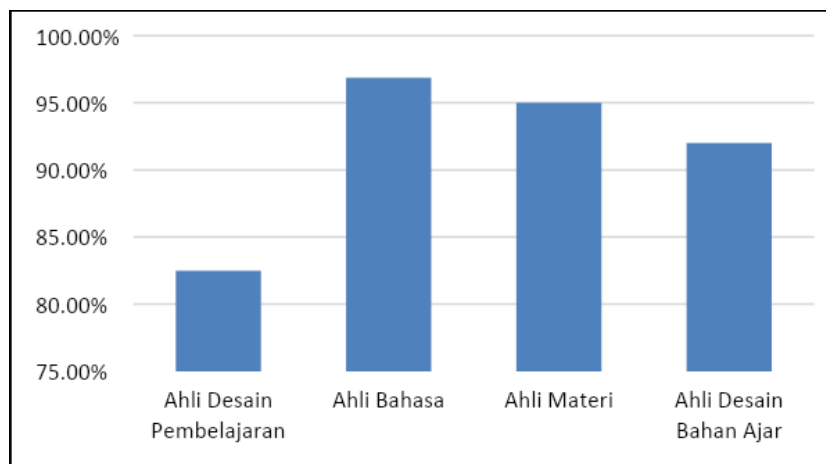


Figure 2. Expert validation result

Teacher and student responses to limited trials Teacher and student responses to implementation trials Teacher and student responses reveal the results of the corn-based social skills e-module attractiveness test. In limited trials, the teacher response questionnaire got a response rate of 100 percent, and the student response questionnaire got a response rate of 98.5%. The limited trial attractiveness test resulted in a score of 99.25%, indicating that the e-module was considered attractive and usable. Meanwhile, the percentage of teachers who answered the questionnaire in the implementation trial was 100%, and the percentage of students who answered the questionnaire in the implementation trial was 98.69%. Then, it was determined that the attractiveness test at the initial stage of execution obtained a level of 99.35%, and it was suspected that the e-module was declared attractive and usable.

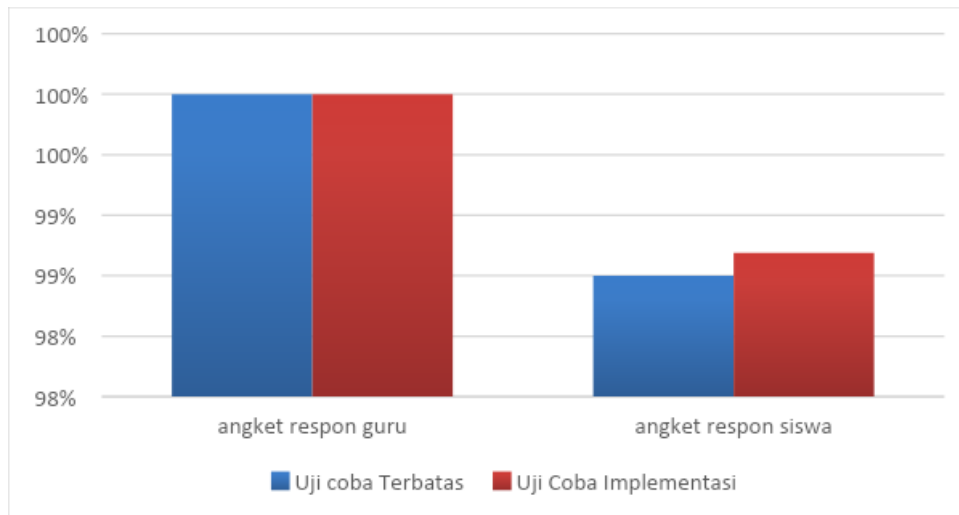


Figure 3. Practical results e-module

The results of teacher activity observation sheets, student activity observation sheets, and student learning outcomes in limited trials and implementation trials were used to evaluate the effectiveness of corn-oriented social skills-based e-module teaching materials. Based on the teacher activity observation sheet, the effectiveness of the limited trial was determined to be 100% with effective criteria, the student activity observation sheet 94.93% with effective criteria, and the limited trial student learning outcomes were 100% with complete criteria. Meanwhile, the consequences of the feasibility of implementing the initial stage based on the educator's movement perception sheet show a level of 100% with strict rules, the student's action perception sheet shows a level of 97.4% with a convincing model, and the student learning outcomes in the limited stage show a level of 100% with complete standards. So, it can be assumed that improving e-module demonstration materials based on interactive capabilities prepared by corn can be effective and utilized.

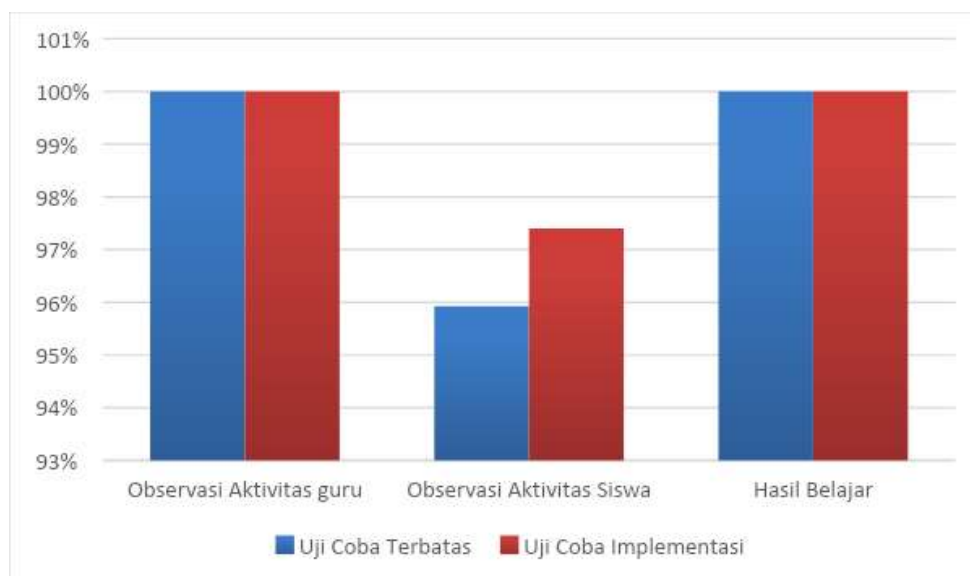


Figure 4. Effectiveness results e-module

## CONCLUSIONS

Based on the comprehensive analysis and presentation of the development research findings, several conclusions can be drawn:

That has been explained and presented by the researcher; the following conclusions were obtained.

1. The Validity of the e-module is based on The average validation results obtained by language experts, material experts, and teaching material design experts, indicating a high-level percentage of validity, with a percentage of 94.79%. This implies that the e-module has been thoroughly assessed and meets the criteria for being considered very valid criteria. Consequently, it can be confidently utilized in educational settings. So it can be used.
2. The Attractiveness of the e-module: The implementation trial of the e-module yielded highly positive feedback from teachers and students. The average results from their teacher responses indicated an attractiveness score of and student responses in the implementation trial was 98.69%. This is significant that the e-module was perceived as highly interesting and engaging by users, making it a valuable resource for effective teaching and learning experiences with the criteria being fascinating and usable.
3. Effectiveness of e-modules: The effectiveness of the e-module was determined through various measures. Based on the teacher activity observation sheet, the teacher's activity in the implementation trial revealed a perfect score, with a percentage of 100%. Indicating that teachers effectively utilized the e-module in their instructional practices. , The student activity observation sheet demonstrated a percentage score of 97.4%, suggesting that the student learning actively engaged with e-module content and activities. Moreover, the student learning outcomes showed that 100% of students completed achieved the minimum completion criteria (KKM). These results collectively confirm the effectiveness of the e-module in facilitating successful learning experiences for students., so it can be declared effective and usable.

Moving forward, it is recommended that further development of It is hoped that this corn-oriented social skills-based e-module be undertaken with a focus on incorporating more creative ideas and enhancing its packaging to make it even more appealing to users. Additionally, conducting in-depth research on corn-oriented social skills in the context of the theme developed again with more creative ideas and more attractive packaging. It is also hoped that a deeper study of corn-oriented social skills in this e-module regarding thematic learning would provide a deeper understanding and integration of these skills into the e-module. Furthermore, exploring different formats and delivery methods for the e-module is essential to foster innovation beyond just being an. Apart from that, to become an innovation, it must not only be in the form of an application, expanding its potential impact and accessibility.

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