

E-Module Based on local Minangkabau Wisdom: Analysis of Learning Resource Needs to Improve Cultural Literacy Skills

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ABSTRACT

Integrating local wisdom values in learning aims to improve students' cultural literacy skills. Learning resources are an essential means of implementing learning to achieve these goals, so there is a need for an analysis of the need for learning resources. The method in this research is descriptive qualitative type. The data sources in this research were obtained through pre-test analysis of cultural literacy skills, questionnaire distribution, and interviews to students then the teachers. This research aims to analyze the need for learning resources that can be used to improve Minangkabau cultural literacy skills. The subjects in this research were 20 class IV students at SDN 58, 20 class IV students at SDN 29 Payakumbuh, and 2 class teachers. After tri-angulation processing of the data, it was found that the sourcebook used did not contain various examples of Minangkabau local wisdom, which is part of their immediate environment. Besides that, schools also have adequate potential to meet learning needs. The results of the pre-test show that there is still a lack of cultural literacy skills among 40 students. Out of 40 students that used as samples, the percentage of student learning success is 20%, and the remaining 80% have not met the learning completion requirements. The results of this research reflect that teachers and students need learning resources that are digital and integrated with local Minangkabau wisdom values. So, it can be concluded that the learning resources required are e-modules based on local Minangkabau wisdom to improve students' cultural literacy skills.

Keywords: Needs analysis; E-module; Cultural Literacy; Local wisdom.

1. INTRODUCTION

Internalizing local wisdom values in the learning process can be done through developing learning resources. The Association for Educational Communication and Technology (AECT) states that learning resources are defined as everything in the form of messages, people, materials (software), equipment (hardware), techniques (methods), and the environment used to facilitate learning activities in the Middle Ages ^[1]. Learning resources are essentially everything in the form of objects, data, facts, people's ideas, and others that can support the learning process. For example, textbooks, modules, worksheets, realia, models, markets, banks, museums, zoos, and markets, Prastowo^[2]. The integration of local wisdom values in the learning process is carried out through various examples of learning resources that can support the learning process.

The implementation of Kurikulum Merdeka increasingly shows the urgency of internalizing local wisdom values in learning. The use of appropriate learning resources needs to be considered to carry out the learning process. Various aspects that are focused on in choosing the right learning resources are: 1) Goals to be achieved, 2) Economic, 3) Practical and Simple, 4) Easy to obtain, and 5) Flexible or flexible ^[3]. Selecting appropriate learning resources aims to 1) Clarify the presentation of messages conveyed regarding learning, 2) Overcome limitations of space, time, and senses, 3) To overcome students' passive attitudes in learning, 4)

Teaching materials accommodate differences in students' environmental backgrounds and experiences^[4]. Based on several opinions that have been expressed, the final goal in selecting learning resources is to accommodate differences in students' backgrounds and environments in the learning process. A good learning resource is a learning resource that can actively attract every student to learn in the various differences they have, especially the environment.

The learning orientation of Kurikulum Merdeka, which focuses on the freedom to develop learning, especially learning resources, makes local wisdom a learning object and resource that is flexible to current developments. The main learning resources currently provided by the government to support the implementation of learning based on Kurikulum Merdeka are teacher resource books and student books. The two sourcebooks that have been provided are the main learning resources used by the school. After analyzing the existing learning resources, it turned out that several deficiencies were found in terms of the coverage of material related to local Minangkabau wisdom, the flexibility of learning resources in relation to technological developments was not yet in line, the potential for facilities and infrastructure had not been maximally used in the learning process. Therefore, it is necessary to prepare learning resources that are appropriate to the student's development, environment, and potential.

It turns out that technological developments are not accompanied by adequate human resources in an effort to provide learning resources that are appropriate to student development. The lack of learning resources can actually be overcome through educators' abilities in the field of technology. Besides that, the use of facilities and infrastructure facilitated by the government cannot be maximized due to limited competence in the field of technology. Currently, children grow and develop amidst rapid technological advances^[5]. Demands for learning needs that are in line with technological advances are not met due to limited teacher capabilities. This also causes users to not maximize the learning facilities available at schools^[6].

Based on the research that has been presented, it can be seen that in a learning process that is integrated with Minangkabau local wisdom, the main books used by teachers and students need accompanying learning resources to fulfill the meaning of local wisdom for students. The choice of learning resources should also follow the development of students and the demands of technological progress. These three components are expected to go hand in hand. Several categories of learning resources include Print learning resources, non-print learning resources, and learning resources in the form of facilities, activities, and environments^[7] through consideration of the characteristics and development of students^[7]. The teacher's role is very necessary to determine and develop appropriate learning resources^[8]. State that teachers must have the ability to present learning resources that suit student characteristics and class needs^[8]. When teachers determine their own learning resources, it will be easier to vary them according to students' potential and needs^[9]. Basically, the aim of this research is to conduct an analysis of the need for learning resources that integrate local wisdom values for class IV students and teachers. It is hoped that the analysis of needs can help teachers find the right learning resources to integrate local Minangkabau wisdom values.

2. METHODOLOGY

Research Subject

This research was conducted in two schools in one cluster in the West Payakumbuh subdistrict. The two schools are SD Negeri 58 Payakumbuh and SD Negeri 36 Payakumbuh. Data was collected for two months, from April to May 2023. A series of activities carried out in this research included research preparation, data collection and processing, and preparation of research results reports. The selection of research subjects was based on the consideration of problem analysis in several elementary schools in Payakumbuh City. After that, the characteristics of students and teachers were analyzed so that the two elementary schools were chosen as research subjects. The subjects in this research were 40 grade IV students from two different schools and two teachers who were homeroom teachers at these schools. This research uses a descriptive qualitative approach. The type of research used in this research is descriptive.

Instrument

In this research, the instruments used for the data collection process were test instruments, needs analysis questionnaires, and interview guides. The following explains the three tools used;

Table 1. Interview Guidelines

No	Aspect	Indicator
1	Learning process	The learning model used
		Integration of local wisdom values
		Obstacles in the learning process
		Deficiencies in the learning process

		Student obstacles in learning
		Student response in learning
2	Learning Resources	Learning resources used
		Lack of learning resources used
		Learning needs for learning resources
3	Potential and abilities of students	Competencies related to local wisdom
		Students' interest in the value of local wisdom
		Learning tools
		Students' digital capabilities

The prepared interview guide will then be used to develop interview instruments for teachers to determine the need for learning resources that are integrated with local Minangkabau wisdom values. Next, a learning needs analysis questionnaire will be distributed to students regarding the learning resources they need. The following is the questionnaire grid used:

Table 2: Need Analysis Indicator

No	Question	Question item
1	Interest in culture-based learning	1
2	Adequacy of learning content related to culture	2
3	Interest in the values of local Minangkabau wisdom	3
4	Understanding the use of learning resources	4
5	Adequacy of learning resources related to the value of local Minangkabau wisdom	5
6	Interest in electronic or conventional media	6
7	Ownership of electronic learning resources	7
8	Ability to use electronic technology	8
9	Intensity of use of electronic technology	9
10	Facilitation in the use of electronic media in solving problem	10

This grid will be used as a guide in compiling a student needs analysis questionnaire. Some of the questions included in the questionnaire include: 1) What learning model is used in the current learning process? Especially those that integrate local wisdom values, 2) How is learning that is integrated with local wisdom values currently? 3) What obstacles are experienced during the learning process that integrates local wisdom?

Table 3. Cultural Literacy Ability Test Sheet Grid

No	Indicator	Question items
1	Identify the origins of the Minangkabau name	1,2,3
2	Identifying the origins of the Minangkabau people	4,5,6
3	Identify the characteristics of the Minangkabau ethnic community	7,8,9
4	Identify various local wisdoms in Minangkabau	10,11,12
5	Shows a sense of pride in local wisdom	13,14
6	Identifying the values contained in Minangkabau local wisdom	15,16,17,18,19
7	Understanding local wisdom as a form of implementing Pancasila values	20,21
8	Demonstrate a caring attitude towards differences in the Minangkabau community	22,23
9	Shows an attitude of cooperation between members of the Minangkabau community	24,25

The cultural literacy ability test sheet grid was used to develop the cultural literacy ability test sheet instrument. The test is carried out to measure students' abilities towards cultural literacy. The data obtained will be analyzed and describe how the presentation of students' cultural literacy skills is related to Minangkabau's local wisdom.

Research Procedure

This research is closely related to data. The data acquisition process was carried out using several data collection techniques. The various data obtained will be analyzed, and conclusions will be drawn to answer the research objectives. The data collection carried out referred to the results of interviews with two class IV teachers, the distribution of questionnaires analyzing student needs in the learning process given to 40 students from two different schools as well as the results of tests on students' cultural literacy skills related to Minangkabau local wisdom which were taken by a number of students who The same. The various answers they give will be analyzed, and conclusions will be drawn as to what kind of learning resources the students need.

Data Analysis

The data obtained will go through the data triangulation stage to determine the relationship between the data obtained. After that, the data was analyzed using interactive miles analysis, according to Miles Huberman, with conclusions drawn based on the Guttman scale. Through the Guttman rating scale, respondents are oriented towards closed questions with two possible answers, 'yes' with a score of 1 and 'no' with a score of 0 ^[10].

Analysis of the data obtained through the questionnaire was carried out by calculating percentages. The percentage of each possible answer will be calculated by dividing the frequency of answers obtained by the number of samples taken and multiplying by 100 ^[11].

Table 4. Percentage Guttman Scale

Percentage (in%)	Category
0 – 1	There isn't any
2 – 25	Fraction
26 – 49	Less than half
50	Half of it
51 – 75	More than half
76 – 99	Most of the

Source: Munggaran (2012)

3. RESULTS AND DISCUSSION

RESULTS

Based on the analysis carried out on data obtained through interviews conducted with class IV teachers at SDN 58 Payakumbuh on April 17 2023, it was explained that: Learning that integrates local wisdom has not used a specific learning model. Currently, various learning models and methods continue to be innovated by stakeholder related but often overlapping in use with learning resources and it should be the teacher's job to create learning through various models and methods to make learning more interesting for students. One of the teacher's obligations in teaching is to use various approaches, strategies, methods and learning models that can attract students' interest to be active in learning and utilize various learning resources closest to students (local wisdom)^[12].

The use of certain learning models is an effort to speed up the delivery and absorption of information or learning materials to students. Use of the model serves as a bridge (*bridge*) from concrete knowledge to abstract things so that it can be accepted by students' thinking^[13]. Bearing in mind that local wisdom values are important to be integrated into learning, it is necessary to have certain learning models or methods to be used.

The integration of local Minangkabau wisdom values is still carried out orally according to the knowledge possessed by the teacher. This gives the impression that the value of local wisdom is not important to be integrated into learning so that it can cause students to only recognize its value without any follow-up regarding its application in everyday life. A study says that introducing children to various local wisdom will indirectly build their character^[14]. One example is presented in a research result which shows that students who are introduced to and taught a dance that contains nationalist philosophical values will carry these values into their lives.^[15]. This shows the importance of local wisdom values in efforts to shape students' personalities and characters in everyday life.

Various obstacles experienced by teachers in the learning process are the limited learning resources that teachers have regarding learning that instills local wisdom values. The environment as a learning resource closest to students is not easy to just study contextually. There is a need for supporting learning resources to instill Minangkabau local wisdom values for students, such as; teaching modules, teaching materials or various other supporting learning resources. Several previous studies that have attempted to develop learning resources based on local wisdom have shown that there is an increase in students' cognitive, affective and psychomotor learning outcomes.^[16]. The results of this research are supported by previous research which states that the development of local wisdom material through picture story books can improve students' social self-concept.^[17]. Likewise with the integration of local Minangkabau wisdom values in students. There is a need to develop integrated learning materials with local Minangkabau wisdom values through learning modules.

During the learning process which instills the values of local Minangkabau wisdom, students have not shown any motivation and interest in learning. According to the description of the data obtained, it is known that supporting learning resources are needed that are integrated with local Minangkabau wisdom values and of course developed based on the characteristics and development of students.

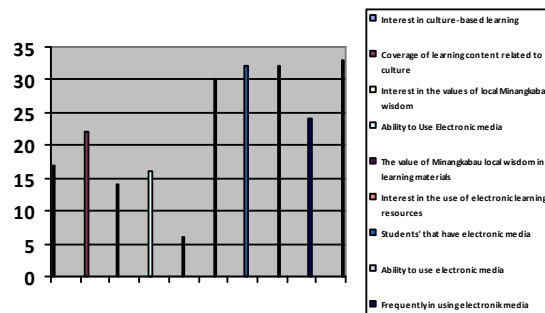
Next in the interview guide, the related aspect is the learning resources used by the teacher. Apart from that, in terms of learning resources, the teacher describes that; 1) teachers only use textbooks published by the government for both teacher's manuals and student's manuals, 2) several deficiencies are still found in the learning resources used, such as; specific Minangkabau local wisdom values have not yet been integrated, 3) supporting learning resources are needed that explain various Minangkabau local wisdom to improve students' cultural literacy skills, especially regarding Minangkabau culture.

Consideration of students' potential and abilities is also taken into account through the interview guide instrument. This is done because the potential possessed by the school and the abilities of students are factors that need to be considered in determining the learning resources used. The data obtained regarding this aspect shows that; 1) students' ability to understand local wisdom regarding Minangkabau is still minimal, 2) students' interest in local wisdom is good because 60% of students have curiosity about local wisdom, 3) then related to the facilities and infrastructure provided by the school have supported efforts to develop learning resources but its use has not been maximized in the learning process, 4) generally students can operate various learning resources, including digital ones. In fact, they are more adept at using learning resources and it is very interesting for them to be involved in the learning process.

According to the explanation of the interview results regarding the three aspects that are taken into consideration in determining the need for learning resources, it is known that there is a need to develop learning resources in the form of electronic modules based on local Minangkabau wisdom. The reason for the need for modules to be packaged electronically is because currently students are growing up in the digital era. This causes them to be familiar with sophisticated technology. Naturalistic learning about technology causes them to be very interested in it. Besides that, the potential in the form of facilities and infrastructure that can be used to develop learning resources can be maximized by educators.

Apart from interviews, a questionnaire was also distributed to analyze learning resource needs to 40 grade IV students at SD Negeri 58 and 29 Payakumbuh. The questionnaire consists of 10 indicators with 10 different questions. For each answer a "yes" or "no" answer is required. The results of the analysis of students' needs in learning integrated with local wisdom are shown in the following description.

Figure 1. Student Need Analysis



Interest in culture-based learning

Interest and motivation for learning are the initial capital that students must have before carrying out learning. The following is quantitative data related to student interest in learning.

The data in the diagram shows that 17 students have an interest in culture-based learning out of 40 students. This means that the other 23 students have no interest in culture-based learning. So if it is converted into a percentage according to Munggaran (2012), it shows that the percentage of 42.5% is interested in culture-based learning, this is included in the third category in the conversion table by Munggaran, which means that only a small portion of them are interested. There are various reasons why they are not interested in culture-based learning; learning is not interesting, learning is not challenging or some even say that they are bored with the frequent repetition of material without any development regarding the material. Another factor that is an indicator of students' low interest in culture-based learning is minimal curiosity, greater influence of foreign culture on their interest in seeking and exploring their own culture. [18]. Students' lack of curiosity about their own cultural values greatly influences the competence they have regarding cultural values.

Coverage of learning content related to culture

The content of culture-based learning materials is one of the determining factors for success in achieving a culturally literate generation. Based on the needs analysis questionnaire that has been distributed, it shows that the learning material related to culture contained in learning resource books is sufficient. This was stated by 22

students as respondents and 18 students stated that the learning material related to culture was not sufficient for their learning needs. If the percentage is calculated, it will be seen that 55% stated that the learning content was sufficient and another 45% stated that the material was not sufficient. The importance of cultural values as a source of learning is that they are a wealth that must be internalized and passed on to the younger generation as an identity that is the foundation of the nation amidst the rush of cultural globalization. Therefore, how important it is to integrate cultural values in learning content.

The percentage of coverage of learning content related to culture has basically been covered in learning resources but is still too shallow and there has been no in-depth study of the learning material to make it more widespread.

Interest in the values of local Minangkabau wisdom

Minangkabau local wisdom is a form of learning that is contextual to the environment. Students' understanding of the value of local Minangkabau wisdom is a factor that determines the extent of their cultural literacy abilities. This is influenced by their interest in the values of local Minangkabau wisdom.

Based on the picture that has been presented, it shows that 26 students stated that they had no interest in studying the values of Minangkabau local wisdom with a percentage of 65% and only 14 students were interested with a percentage of 35%. If converted to a table. This is quite worrying when the current generation of students has no interest in learning based on their own culture. This will cause the extinction of local wisdom values in the long term and the fading of moral values that develop in society, which basically originate from culture. The development of local wisdom-based learning modules shows that local wisdom-based learning modules can increase student interest and learning outcomes.

The value of Minangkabau local wisdom in learning materials

The various learning resources used in the learning process do not show that there is Minangkabau local wisdom material included in them. This is supported by analysis of the questionnaire which shows that 40 students with a percentage of 100% stated that they did not have a source book that integrated local Minangkabau wisdom values. This statement was validated from the source book which was also analyzed with the class teacher. Based on the conversion table proposed by Munggaran with a percentage of 100% of students stating that in the source book used there was no material related to local Minangkabau wisdom.

Teaching materials based on local wisdom are resources developed by utilizing local wealth with the aim of becoming learning materials that are suitable for use to provide learning experiences for each student by utilizing local values in developing the learning resources used. Some of the obstacles in the learning process related to efforts to increase cultural literacy skills experienced by teachers are the use of teaching materials. Generally, some schools only use learning resources from textbooks^[22]. Obstacles related to the absence of Minangkabau local wisdom material in learning resources have resulted in students' low cultural literacy abilities.

Interest in the use of electronic learning resources

Technological advances present various learning resources in various forms and types. Conventional learning resources to digital learning resources. This is a special attraction for students. The following are the results of the analysis of students' interest in electronic learning resources;

The graph above shows that 30 students with a percentage of 75% have an interest in electronic learning resources. Some of them stated the reasons why they were interested in electronic learning resources, namely; Electronic learning resources can make the process of searching for information easier, electronic learning resources are fun and by using electronic learning resources they say that they can find the answer to every difficult question. Currently, learning using electronic devices is very useful for making the learning process more effective in accessing various kinds of educational information^[23]. In a previous study, it was stated that students' interest in electronic devices is due to the practicality and flexibility they feel when using them.^[24]. Practicality in this case means the convenience they get because they can use it anytime and anywhere. Besides that, a statement was also put forward by a researcher who stated that students with an interest in electronic learning resources also had better learning achievements compared to other students.^[25]. Another 10 students with a percentage of 25% stated that they were not interested in electronic learning resources.

After converting it to the analysis table proposed by Munggaran, it can be concluded that more than half of the students have an interest in electronic learning resources. This statement is reinforced by previous research which states that the use of electronic learning resources not only makes it easier for students to obtain information, it has even proven effective for teachers in finding learning materials and materials.^[26] Through access to information on electronic media, students know the learning material first before learning begins and this is a positive symptom because of the existence of electronic learning resources.^[27]. So it can be concluded that in the learning process teachers should try to accommodate electronic learning resources for students so that

the learning process will be in accordance with students' interests and characteristics in learning.

Ability to use electronic media

The ability to use electronic media is something that everyone has now. In the world of education, it has become a demand for educators and students to be literate in the use of electronic media. The demands of 21st century learning, known as the industrial revolution 4.0 era, coexist with the use of digital technology and 21st century skills. In the field of education, lecturers, teachers and students are required to have 21st century learning skills using electronic media.^[28] Besides that, students' ability to create and develop their own knowledge in learning is also influenced by their ability to access electronic media.

Based on the picture that has been presented, it can be seen that 32 students with a percentage of 80% stated that they understand how to use electronic media, especially digital media such as smartphones and laptops. Meanwhile, 8 other students with a percentage of 20% stated that they did not have the ability to use electronic or digital devices. Converted to the assessment table by Munggaran, it was concluded that most students had the ability to use electronic media.

Interest in Electronic Learning Resources

Providing learning resources that are in line with current developments is a fulfillment of the learning needs of the 21st century. Students' interest in electronic learning resources is a benchmark for education to strive to provide electronic learning resources for students.

Based on the picture that has been presented, it shows that 31 students with a percentage of 77.5% stated that they had an interest in electronic learning resources. Meanwhile, 9 other students with a percentage of 22.5% stated that they had no interest in electronic learning resources. Some of them argued that it was difficult to use electronic learning resources. After being validated again, it turned out that they were not yet able to operate electronic learning resources and some of them did not even have something as simple as a smartphone.

Discussion

Based on the analysis of the results of interviews with class teachers, it is stated that there are several important points that must be considered, namely; During the learning process that integrates local wisdom values, teachers have not used certain learning models or strategies. Learning models and strategies are conceptual frameworks of learning that provide an overview of systematic learning procedures and steps in organizing learning experiences for students to achieve certain learning goals.^[30] The learning model aims to help students learn to build knowledge and train students' abilities to process information better^[31]. Certain learning models and strategies greatly influence students in gaining direct experience in learning and then how they obtain and process information through learning so that in the end they can build their own knowledge in an effort to achieve learning goals.

The lack of use of a specific learning model means that during the learning process the values of Minangkabau local wisdom are only given briefly and verbally in the learning process and are not the main learning material. Submitting information verbally indirectly uses the lecture method. The lecture method is the process of delivering learning material carried out by the teacher through narrative or oral explanation directly in front of students, according to Abuddin Nata^[32]. The lecture method is a method that is very often used by teachers and instructors, in fact it has become a habit for teachers in learning, according to Majid^[33]. Always use this method to make a learning based teacher *center* so learning becomes monotonous because students are not directly involved in learning. This causes students to fail in building their own knowledge because they have not been directly involved in learning. Integrating local wisdom values requires certain learning methods and strategies because in this case the main goal of learning is to instill life values and not just theory or knowledge. In Law No. 20 of 2003 concerning the National Education System, Article 3 states that the objectives of education based on local wisdom are; giving birth to a competent and dignified generation, reflecting cultural values, playing a role in shaping national character, contributing to creating national identity and taking part in preserving national culture.

The results of interviews with class teachers stated that there were no learning resources that met students' learning needs in terms of the quality of learning content. The learning resources currently used by teachers, both teacher manuals and student manuals, do not yet cover Minangkabau local wisdom material. The limited learning resources that integrate Minangkabau local wisdom values have an impact on students' minimal cultural literacy skills related to Minangkabau local wisdom. Learning resources are an important component that can influence student success in the learning process and outcomes. Various teaching materials used by teachers, both printed and non-printed, are called learning resources^[34]. Teaching materials are various forms of materials, tools and materials that are used by teachers as learning resources that can make the learning process easier. Using the right learning resources will make the ongoing learning process easier. The correct selection and use of learning resources will influence the effectiveness and efficiency of learning according to student needs. Besides that, the right learning resources will also help teachers to manage the class well. Appropriate

learning resources will accommodate students to be active in learning and find the meaning of learning^[36]. The current implementation of learning is based on the independent curriculum using learning resources published by the Ministry of Education and Culture in the form of teacher books and student books.

Analysis of books published by the Ministry of Education and Culture shows that there are several shortcomings including; The depth of local wisdom material is still minimal with general discussions, the connection between local wisdom material and Minangkabau local wisdom is not yet visible so teachers have difficulty integrating Minangkabau local wisdom values into it. In the learning resource book for class IV with the Pancasila Education subject you can see several materials related to local wisdom such as:

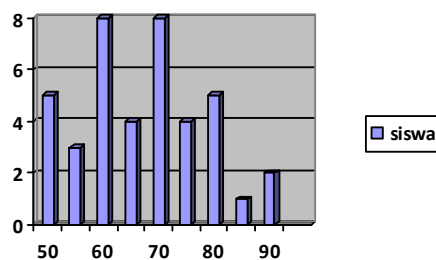
Figure 2. Learning Resources



In CHAPTER I, we have seen material about local wisdom in some specific regions, but it has not yet covered Minangkabau local wisdom. So that in this case there is a need for the development of learning resources by teachers to integrate the value of Minangkabau local wisdom. Some regional arts, special foods, traditional clothes and traditional houses of certain regions that are special features. Minangkabau customs and culture is an important treasure of national culture with its own uniqueness that is an asset of West Sumatra Province. Minangkabau customs are beneficial for the nation and the country, especially the Minangkabau ethnic group towards a developed, civilized, cultured and character society^[37]. The importance of Minangkabau customs must be accompanied by appropriate learning resources in integrating them into learning. The use of learning resources that do not follow students' learning needs and characteristics causes a lack of student motivation to be actively involved in learning. The development of learning resources by teachers to integrate local Minangkabau wisdom needs to consider students' learning characteristics. as explained in a previous study which states that developing student-based learning resources will be more effective in achieving a more optimal learning process because basically the quality of learning is closely related to the quality of the learning resources used^[38]. This means that learning goals will be more easily achieved if the right learning resources are used to suit students' needs. The development of appropriate learning resources for students must meet three criteria, namely; available quickly, can encourage students to participate in learning, is comprehensive for each student in the sense of meeting various student needs in learning according to Fred Parcial^[39]

The influence of inappropriate use of learning resources and the absence of learning resources that are integrated with Minangkabau local wisdom values has resulted in students' low cultural literacy competence. Currently, the minimum criteria completion limit for schools is 80. In two schools where a pre-test was carried out, it showed that only 20% were able to meet the KKM limit that had been set in the ability to understand local wisdom and Minangkabau culture. The KKM reference is used as a benchmark in determining appropriate action regarding assessment results, namely providing remedial services for students who have not completed^[40]. The results of the assessments carried out are also used as reflection material to find out where there are shortcomings in the learning that has been carried out. The assessment carried out on students' cultural literacy abilities can be seen in the following graph;

Figure 3. Students' Cultural Literacy Ability



Based on the results of the pre-test that has been carried out, it shows that 80% of the 40 students, namely 32 students, have not been able to fulfill the minimum completion requirements set by the education service unit. This shows that the learning objectives expected by the teacher have not been achieved, where students can play an active role in building their understanding of the learning material. Various determining factors in students' success in achieving learning goals are learning resources. This is further strengthened by the needs analysis questionnaire that has been distributed regarding student learning needs. In several questions presented in the questionnaire, several things that need to be underlined are that most of the obstacles in the learning process that impact cultural literacy competence are caused by learning resources seen from various aspects;

1. The value of local wisdom included in learning resources

Analysis of the coverage of material about Minangkabau local wisdom in student source books through questionnaires distributed showed that 100% of students stated that the source books used did not show the value of Minangkabau local wisdom. This should be a benchmark for teachers to develop learning resources according to students' learning needs. Basically, learning in class will be successful and achieve the expected goals if the teacher is able to manage the teaching materials used^[42]. In reality, what is found in the field is that the preparation of teaching materials in the field by teachers generally only combines some material from several printed teaching materials and then makes a summary of the material or hand out^[43]. Teachers often use one learning resource published by the Ministry of Education and Culture without developing the material according to students' needs. The process of developing learning resources that do not cover students' needs causes the material taught by teachers to tend not to attract students' interest in participating in learning^[44]. Students' interest and interest in participating in learning is influenced by learning characteristics and the characteristics of learning resources used in learning.

2. Interest in electronic learning resources

The learning resources used in class are conventional printed textbooks published by the Ministry of Education and Culture. Analysis of students' interest in learning resources shows that 75% of students, namely 30 students, are more interested in electronic or digital learning resources. The development of student learning resource facilities should be aligned with developments in modern technology. This reason is based on behavioral patterns and human tendencies that follow technological developments^[45]. Not only human behavior patterns but also the availability of existing learning resource facilities must also be harmonized with their use in learning. The existence of facilities and infrastructure as well as students' interest in electronic learning resources can be a forum for teachers to develop electronic learning resources that are integrated with local Minangkabau wisdom according to students' needs.

The development of the times and increasingly advanced technology expects the fulfillment of students' learning needs where students can easily access and obtain information with more modern technology so that it can attract students' interest in learning.^[46] So there is a need to develop electronic learning resources with the integration of local Minangkabau wisdom values.

3. Ability to use electronic learning resources

Students' tendencies towards advances in technology and information are certainly accompanied by their ability to access and use electronic learning resources. The results of the analysis of the questionnaire given showed that 32 out of 40 students had quite good abilities in using electronic learning resources. In a study it was found that students' ability to use technology in particular smartphone already well^[47].

Human resource readiness is an important part of the successful implementation of learning. This readiness is related to the ability of teachers and students to use and manage all technological systems used in the distance learning process. The ability to use and manage technology, information and communication systems is often called technology, information and communication literacy^[48]. When students are ready to use technology, teachers must also try to manage learning that accommodates technology.

4. Conclusion

Based on the research results obtained, it can be concluded that; 1) teachers need supporting learning resources that are integrated with local Minangkabau wisdom values, 2) students' cultural literacy competencies need to be improved through appropriate learning resources according to their learning characteristics, 3) maximizing the use of school facilities and infrastructure as digital learning resources that can be used in learning 4) conventional learning resources tend to make students bored in participating in learning. 5) Students' interest in electronic learning resources needs to be accompanied by teachers' efforts to provide learning resources that can maximize student competence. 6) the teacher's ability to manage and process appropriate learning resources according to learning needs and characteristics with the integration of local Minangkabau wisdom values.

An alternative learning resource that meets students' learning needs is an e-module based on local Minangkabau wisdom. E-modules are the right solution because they adapt to the diverse learning characteristics of students. Apart from that, maximizing the use of school facilities and infrastructure in the form of laptops, Tabs, Chromebooks is the right way to introduce local culture and wisdom in a more modern way.

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