

Differentiated LEFFECTIVENESS OF POLITENESS LEARNING E-MODULES IN ELEMENTARY earning Training on Indonesian Subjects for Elementary School Teachers in Yogyakarta

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ABSTRACT

This research aimed to determine the effectiveness of e-modules for learning politeness in elementary schools that follow the independent curriculum for Indonesian language instruction. This research was conducted using a quasi-experimental design with a pretest and posttest control group. Employing this pseudo-experimental design was intended to establish the relationship of cause and effect between the dependent and independent variables. To avoid bias, experimental or pseudo-experimental research designs were implemented due to the insufficient functionality of the control group. A basic random sample of 143 elementary school students was utilized for this research. The methods utilized for data collecting encompassed observation and language politeness assessments. The essay test was utilized in the context of this research. Students were administered two examinations. A pretest is a pre-meeting examination administered before the presentation of the material. Its purpose is to assess students' initial proficiency in language manners. The posttest, which is administered after learning and treatment in both the experimental and control classes, is the second assessment undertaken. Content validity of the instrument is initially assessed using the Aiken validity index, whereas reliability is evaluated through inter-rater variability. Moreover, descriptive statistical analysis is employed for the data analysis. The effectiveness of the e- module on language politeness learning grounded in local wisdom in enhancing the speaking abilities of fourth-grade elementary students is substantiated by the findings of this research. A calculation-based evaluation of the efficacy of this e-module is conducted using the Manova test, independent t-test, paired t-test, and homogeneity test. The e-module for acquiring language politeness based on local wisdom satisfied the criteria for activeness, as indicated by significance values greater than 0.05 for the normality and homogeneity tests. As a result, the utilized data has a normal distribution and can be utilized for additional experiments. All three tests (Manova, paired, and independent t-tests) yielded significance values below 0.05. It can be deduced from these findings that a notable distinction exists between the experimental class and the control class.

Kata Kunci: e-module; politeness; effectiveness; elementary school; independent curriculum