Weaving Wisdom into Words: E-Modules for Short Story Writing Inspired by South Sumatra's Heritage

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ABSTRACT

The integration of digital tools in education often overlooks the potential of cultural enrichment in teaching materials, especially in enhancing writing skills. This study pioneers the development of e-modules infused with South Sumatra's local wisdom, aiming to fill this gap by offering a unique blend of tradition and technology in short story text writing. Employing a Research and Development (R&D) approach, this study involved a needs analysis, prototype development, and iterative testing phases, including small group trials and field trials with 60 students from SMA Negeri 1 Lempuing Jaya and feedback from two Indonesian language teachers. Data were collected through questionnaires, interviews, document checklists, and pretest-posttest measures to evaluate the e-modules' practicality, validity, and effectiveness. The created e-module, integrating procedures for writing short story texts with South Sumatra's local wisdom, achieved a validation score of 81.93% (valid), a practicality score of 93.4% (very practical), and demonstrated a significant improvement in students' writing skills, with a pretest-posttest improvement showing a 2-tailed p-value of <0.0001. This e-module not only bridges the cultural gap in digital educational resources but also highlights the efficacy of local wisdom in enhancing educational outcomes. The significant improvements in student writing skills underscore the potential for such culturally integrated e-modules to serve as a model for future educational materials. These findings advocate for a broader adoption and development of culturally relevant educational tools, emphasizing their role in preserving cultural heritage and improving educational quality.

1. Introduction

The Merdeka Curriculum emphasizes integrating digital media in education, focusing on developing e-modules to enhance learning outcomes, particularly in short story writing for senior high school students in Indonesia. This strategic integration promotes independent learning, thorough content exploration, and efficient instructional time use (Cook et al., 2008; Mącznik et al., 2015). E-modules are vital for aligning educational practices with contemporary demands and achieving curriculum objectives.

Adopting digital media in education aligns with innovative learning approaches that leverage technology to enhance teaching and learning experiences. Research indicates that integrating online technologies, such as websites and discussion boards, improves practical skills, knowledge acquisition, critical thinking, and reflective skills (Garcia et al., 2013; Cannon et al., 2018). Effective curriculum integration requires a creative approach that combines technology, pedagogy, and content (James & Pollard, 2011; McDaniel, 2024).

Additionally, e-module development supports effective pedagogy by emphasizing interactive and engaging teaching methods to improve learning outcomes. Studies highlight the need for standardized methodologies and advanced technologies in digital learning games for subjects like mathematics and computer science (Voogt et al., 2013; Anderson, 2020). Furthermore, the concept of curation is essential in digital and media literacy education, focusing on student-driven tools to enhance digital literacy (Luka, 2022; Bertram, 2020). Selecting teaching materials necessitates a careful balance between design and content, ensuring alignment with the educational needs and the overarching goals of the Merdeka Curriculum, which extends beyond knowledge and skills to include the cultivation of personality traits reflective of the Pancasila profile.

Selecting teaching materials for the Merdeka Curriculum involves balancing design and content to meet educational needs and goals, aiming to instill personality traits in line with the Pancasila profile by emphasizing Indonesia's diverse cultural heritage.

By integrating traditional stories, local wisdom, and cultural practices, educators can deepen students' appreciation for the country's cultural landscape and effectively teach moral values and ethical principles resonating with Pancasila's core tenets, such as unity in diversity and social justice. This incorporation fosters a sense of identity and belonging, encouraging pride in heritage and recognizing contributions from various ethnic groups. Highlighting traditional crafts, music, and dance preserves cultural practices while enhancing student engagement and creativity through hands-on learning experiences (Jagielska–Burduk et al., 2021). By weaving Indonesia's cultural fabric into the educational framework, the Merdeka Curriculum nurtures well-rounded individuals who are knowledgeable, skilled, culturally aware, and empathetic, embodying Pancasila values in daily life and contributing to a harmonious, culturally enriched society (Escribano-Miralles et al., 2020).

The rich folklore of South Sumatra presents a valuable reservoir of cultural wisdom, encompassing tales that not only entertain but also impart moral values and historical insights (Fatimah & Sulistyo, 2017; Indrawati et al., 2022; Lamusu, 2020; Rahmawati, 2018). However, making this cultural heritage accessible and appealing to the younger generation, who may find traditional storytelling formats less engaging compared to modern literary expressions, remains a challenge. The disconnection between students and local folklore, as observed in SMA Negeri 1 Lempuing Jaya, signals a critical gap in cultural transmission and educational engagement (Syukur et al., 2022). Addressing this gap, developing an e-module that integrates South Sumatra's local wisdom into short story writing represents a novel educational tool that revitalizes interest in local folklore and enhances pedagogical practices by offering a more contextual and immersive learning experience.

This innovation contrasts with existing research and educational materials, which have either focused on contextual approaches or lacked the development of tangible teaching aids, particularly in the digital realm (Sucini et al., 2022; Oksa & Soenarto, 2020). The unique contribution of this study lies in its approach to utilizing e-modules as an intermediary to blend students' pre-existing knowledge with the rich cultural narratives of South Sumatra, thereby offering a more effective and engaging learning experience that has been shown to improve educational outcomes (Albela et al., 2023).

By addressing these gaps, this research marks a significant advancement in educational material

development by integrating e-modules that merge South Sumatra's local wisdom with the educational curriculum, a novel approach that broadens the scope of traditional educational materials. By embracing e-modules designed with an in-depth understanding of local culture and current pedagogical needs, this study not only addresses a crucial gap in educational research but also establishes a model for future initiatives aiming to blend cultural wisdom with digital learning tools (Purwoko et al., 2020; N. Y. Putra & Amini, 2020). The potential of this approach transcends improving student learning outcomes; it significantly contributes to preserving and appreciating local cultures in an increasingly digital world, offering a blueprint for similar global initiatives (Oksa & Soenarto, 2020; Sucini et al., 2022).

The e-module's content is richly imbued with the diverse and vibrant culture of South Sumatra, utilizing its extensive folklore to enrich the educational experience. Incorporating tales such as "Putri Kembang Dadar" and "Dayang Merindu," the module fosters a deeper understanding and appreciation of local wisdom among students and uses these narratives as a foundation for teaching short story writing skills (Fatimah & Sulistyo, 2017; Indrawati et al., 2022). This innovative approach to integrating traditional stories, with their inherent values and moral lessons, into modern educational tools represents a pioneering method of preserving cultural heritage while promoting literacy and creative expression (Lamusu, 2020; Rahmawati, 2018).

Integrating traditional folklore with digital education tools through e-modules provides a unique learning experience and plays a crucial role in preserving cultural identity. By weaving narratives that reflect the local wisdom of South Sumatra into the educational framework, this project fosters a dynamic and engaging learning environment. This approach ensures that the rich tapestry of local folklore continues to inspire and educate future generations, setting a precedent for how digital learning environments can serve as conduits for cultural transmission and educational innovation (Syukur et al., 2022; Albela et al., 2023). Therefore, the objective of the present study is to develop an e-module for crafting short story texts based on local wisdom that meets the criteria of student relevance, validity, practicality, and effectiveness.

2. Literature Review

2.1. E-Modules as Teaching Materials

E-modules, a modern evolution of traditional teaching resources, provide a structured and comprehensive approach to learning. Unlike conventional materials like textbooks or worksheets, e-modules meticulously organize content aligned with students' competencies, guiding them through various

learning activities, from setting objectives to engaging in discussions and formative assessments. These modules serve as invaluable tools for educators, simplifying lesson delivery and enhancing the learning process (Indrawati et al., 2019; Nurhayati et al., 2019; Prastowo, 2013).

In the realm of digital education, e-modules stand out as versatile resources, empowering students to learn independently (Wijayanti et al., 2022). Their utilization correlates with notable enhancements in student competence (Sumiati et al., 2023; Umiyatun et al., 2020). Essentially, an e-module encapsulates independent learning materials in an electronic format, seamlessly integrating multimedia elements such as video tutorials, animations, and audio to enrich the learning journey (Sugihartini & Jayanta, 2017).

The benefits of e-modules are manifold. They offer accessibility through smartphones, laptops, and computers, enabling students to learn anytime, anywhere. Unlike printed materials, e-modules are durable and can incorporate multimedia elements, fostering critical thinking and confidence (Imansari & Sunaryantiningsih, 2017; Sucini et al., 2022; Wahidah et al., 2019). Moreover, they facilitate problem-based learning, nurturing students' problem-solving skills (Zhafirah et al., 2020).

Research underscores the positive impact of e-modules on student learning outcomes. Studies like Sumiati et al. (2023) and Diana (2021) highlight how e-modules, tailored for specific subjects like writing procedure texts and Indonesian language lectures, boost motivation and proficiency, especially in crafting short story texts. Thus, e-modules represent a pivotal innovation in education, shaping a more engaging and effective learning landscape for students (Imansari & Sunaryantiningsih, 2017; Sucini et al., 2022; Wahidah et al., 2019).

2.2. Embracing Local Wisdom in Short Story Writing

Local wisdom encompasses the knowledge and life strategies cultivated by communities to fulfill their needs, including habits, customs, oral traditions, and cultural practices passed down through generations (Mastiah et al., 2021; Nurfitriani et al., 2022). As technological advancements and globalization accelerate, there's a pressing need to safeguard local wisdom against cultural erosion (Aji et al., 2021). The infiltration of foreign cultures can dilute beliefs, values, and norms, leading to the gradual disappearance of local wisdom (Karim, 2022; Nurfitriani et al., 2022).

Diverse forms of local wisdom manifest in social practices imbued with noble values such as love, responsibility, honesty, compassion, creativity, and

justice (Mastiah et al., 2021). This wisdom finds expression in folklore, poetry, songs, proverbs, and ancient texts, serving as a reservoir of cultural heritage embedded in daily life (Fatmasari & Sodiq, 2023; Syukur et al., 2022).

Folklore, a vital component of local wisdom, offers rich educational elements, including moral lessons and community customs. It evolves within specific communities through oral tradition, representing shared cultural heritage (Sauri & Purlilaiceu, 2019). Recognizing the educational potential of folklore, it is imperative to integrate it into educational curricula.

In the Merdeka Curriculum, local wisdom material is implicitly incorporated into the study of old literature, particularly folklore. By analyzing the content of folklore, students are encouraged to appreciate its values and cultural significance. Literature, including short stories and folklore, nurtures critical thinking skills and enriches students' lives (Andayani et al., 2017). Events depicted in folklore serve as inspiration for crafting short story texts, drawing upon the moral values, norms, and customs embedded within them (Syukur et al., 2022).

A short story is characterized by its concise prose narrative, distinct from a novel. It depicts fictional yet realistic events in human life, exploring various themes and conflicts (Alfian & Sodiq, 2023; Amril & Thahar, 2022; Perangin-angin, 2019). Typically ranging from one thousand to five thousand words, a short story follows a structured format comprising orientation, complications leading to conflict, and peak conflict (Suminto, 2017).

Incorporating values from folklore into short story writing serves as a catalyst for generating ideas and themes. However, adherence to the structural components of a short story is paramount, ensuring coherence and narrative integrity (Suminto, 2017). Thus, the synergy between folklore and short story writing enriches literary exploration while preserving cultural heritage for future generations.

3. Method

This study employs a mixed research approach, blending quantitative and qualitative methods. According to Gall and Borg (2014), research and development (R&D) is utilized to create specific products and assess their effectiveness. In line with this, our research endeavors to develop an e-module tailored for crafting short story texts rooted in the local wisdom of South Sumatra. The R&D model adopted comprises 10 distinct stages, each crucial to the development process. Below, we outline these stages as implemented in our study.
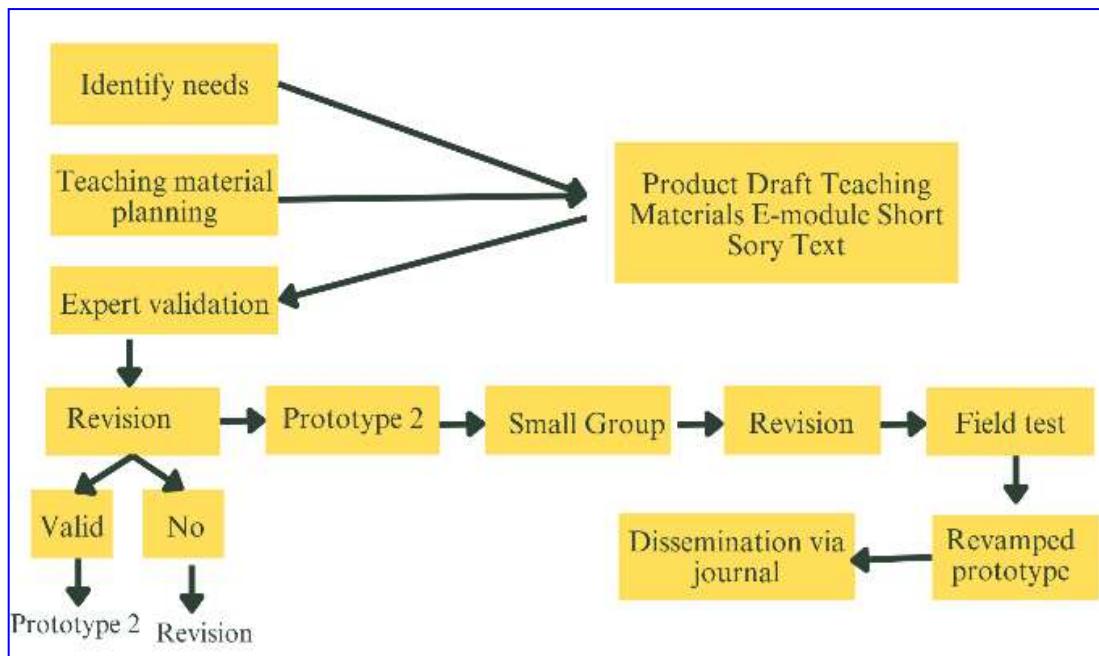
Figure 1. Stages of development

The process of developing e-modules for short story writing is highly comprehensive. It begins with an initial phase comprising a pre-survey aimed at identifying learning needs, conducted through questionnaires and teacher interviews. Subsequently, meticulous planning takes place to delineate the objectives and benefits of the teaching materials. The actual development phase encompasses the creation of materials, examples, exercises, and a final test, all meticulously prepared using the Canva application for online accessibility.

Once the preparation stage is completed, a validation test is conducted involving experts. Feedback from this validation serves as the basis for refining the teaching materials. Validated products undergo small group testing with 10 students, followed by revisions based on trial feedback. If the product proves practical, the subsequent stage involves field testing. The e-module undergoes final revisions based on insights gleaned from the field trial.

The ultimate step involves disseminating the product through publication in scientific journals, ensuring broader accessibility and utilization within educational communities. This comprehensive approach ensures the efficacy and usability of the developed e-module for enhancing short story writing skills.

3.1 Location and Research Subjects

The participants in this study comprised 60 students from the tenth grade of SMA Negeri 1 Lempung Jaya, OKI Regency, South Sumatra. Additionally, two Indonesian language teachers were involved as research subjects. The selection of participants was purposive, guided by the outcomes of

interviews between the researchers and the Indonesian language teachers.

3.2 Data Collection

Data collection techniques in this study encompassed both questionnaires and interviews. Researchers employed interview methods, engaging in direct dialogue to gather information from respondents and corroborate data obtained from questionnaires. Specifically, interviews were conducted with two Indonesian language teachers at SMA Negeri 1 Lempung Jaya as part of the needs analysis.

Questionnaires served multiple purposes, including needs analysis, validity testing, and practicality testing. For the needs analysis, Google Forms were utilized to distribute questionnaires to 60 students (across two classes) in Class X. The questionnaire aimed to assess students' interest, motivation, and obstacles regarding short story writing. Validity testing involved material, language, and graphic experts, while practicality testing was conducted with 10 students from Class X at SMA Negeri Lempung Jaya.

The selection of these 10 students was based on categories of high, medium, and low ability, ensuring representation of the population (Asrulla et al., 2023). Student abilities were determined through daily assessment documents provided by teachers. The questionnaire utilized a Likert scale for responses. To evaluate effectiveness, a writing test was administered to 33 students in another class. This test, conducted both before and after the intervention, assessed students' proficiency in writing short story texts.

3.2 Data Analysis

This research integrates both qualitative and quantitative data. Qualitative data gathered from interviews with Indonesian language teachers underwent descriptive analysis. Questionnaires, on the other hand, served various purposes including needs analysis, validity tests, and practicality tests. Quantitative data obtained from the research findings was analyzed to calculate averages and percentages. Table 1 presents the outlining the percentage intervals utilized for validation results:

Table 1. Percentage Level of Product Validity

Score %	Validity Score Category
81-100	Very Valid
61-80	Valid
41-60	Moderately Valid
21-40	Less Valid
0-20	Invalid

Source (Riduwan, 2010)

Table 2 presents the results of the practicality questionnaire, the percentage interval table used is as follows:

Table 2. Percentage of product practicality level

Score %	Practicality Score Category
81-100	Very Practical
61-80	Practical
41-60	Practical Enough
21-40	Less Practical
0-20	Not Practical

Source (Sugiyono, 2021)

Teaching materials can be considered effective and can be tested in the field if the percentage in the validation and practicality tests is valid and practical. To read the results of the practicality questionnaire, the percentage interval table used is as follows:

4. Results

The objective of the present study is to develop an e-module for crafting short story texts based on local wisdom. Therefore, this research consists of ten steps with five activity units. The development of short story text e-modules based on South Sumatra local wisdom is expected to serve as teaching material that meets the criteria of student relevance, validity, practicality, and effectiveness.

4.1 Analyses Needed

At this stage, interviews were conducted with two Indonesian language teachers at SMAN 1 Lempuing Jaya. Indonesian language teachers stated that most students have difficulty writing short story texts, especially because of the lack of vocabulary that affects the development of ideas, structure, and language. Most students also do not recognize South Sumatran folktales, as many come from Javanese tribes. In learning how to write short story texts, students' short story writing skills are still relatively low, especially if they write on topics that are not based on their experiences. Teachers also stated that the main teaching materials used were textbooks. Teachers' activities from morning to evening make it difficult to create creative learning media. Therefore, teachers agree with the development of new and creative teaching materials, including local wisdom-based e-modules, to improve student motivation and learning outcomes.

Through distributing questionnaires to 60 students, it is known that teachers have not used e-modules for teaching materials at school. In general, students have knowledge of short story text writing. However, the knowledge of local wisdom, including South Sumatra folklore, is not yet known by students. The steps taken by the teacher to teach writing short story texts are through the lecture method and giving examples. The lecture learning method makes students bored with participating in learning (Nurhayati et al., 2019). Students also responded that teachers are poor at using learning media. Students accept that there are new teaching materials in the form of e-modules for writing short story texts based on South Sumatra local wisdom.

Based on this need analysis, it can be concluded that there is great potential to improve learning to write short stories by integrating the local wisdom of South Sumatra and utilizing e-modules as creative learning media. The development of innovative new teaching materials can be a solution to increase student interest and learning outcomes in writing short stories and overcome obstacles faced by teachers (Rismayanti et al., 2022).

4.2 Design Stage

E-modules are designed based on the learning outcomes in the Merdeka curriculum. The e-module design focuses on the subject matter in accordance with the indicators and learning objectives. The main activities at this stage are writing, analyzing, and editing e-modules by paying attention to aspects of material, language, and graphics. The e-module design is made using the Canva application. Canva provides a variety of interesting and attractive design templates that increase students' interest in learning (Nurhayati et al., 2022; Pelangi, 2020; Tanjung & Faiza, 2019).

Below are some of the contents of the e-module design results.

Figure 1. The cover
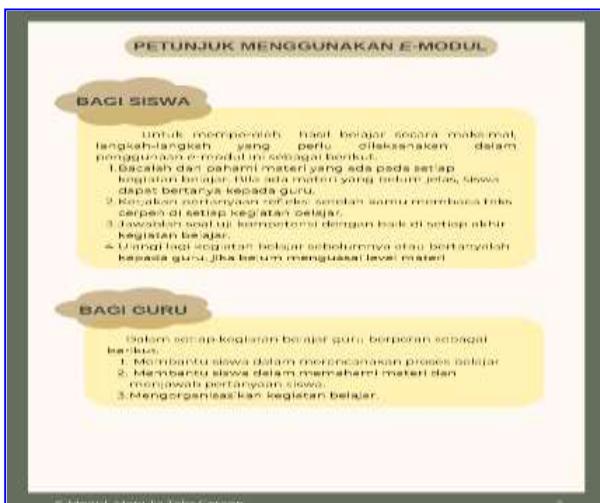
Figure 2. Instruction

Figure 3. Learning outcomes
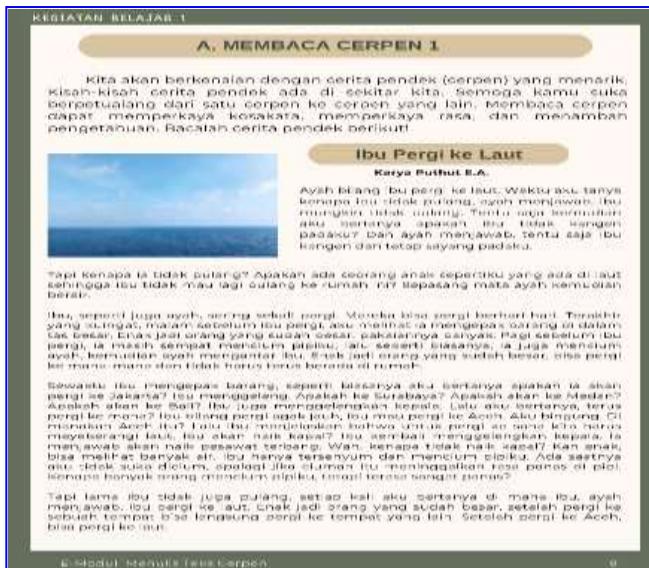
Figure 4. Examples of short story

There is a short story at the beginning of each learning activity, so students read a lot so that they can write.
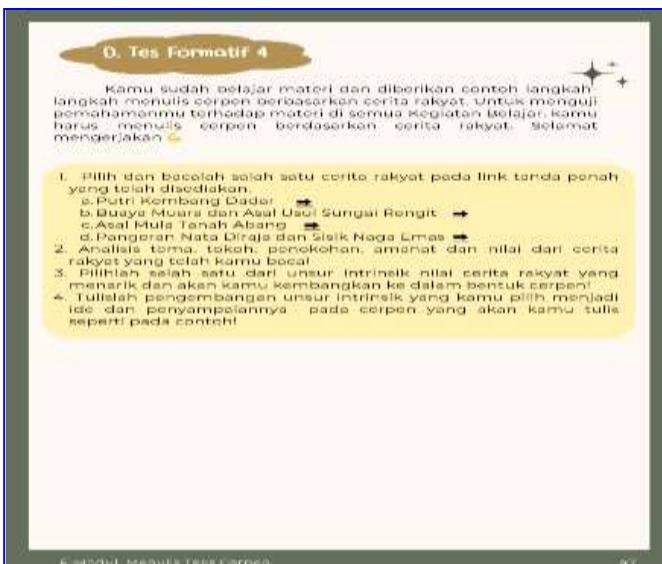
Figure 5. Examples of short story

The final competency test is in the form of steps that show that students must write a short story text based on folklore.
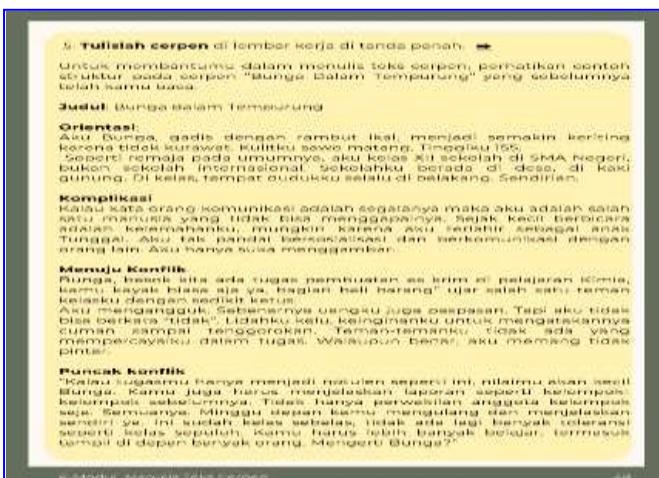
Figure 6. Examples of short story

Students' final sheet for writing short stories. The sheet is at the link.

After being arranged from the cover to the end of the writing test, students can access the e-module through a link that will be connected to Canva. Application-based learning media is very interesting and makes it easier for students to absorb knowledge during learning (Putra & Kartini, 2020). The following is the material designed for the short story text e-module.

Table 4. The Content of *e*-modul

Learning Activity 1	A.	Reading Short Story of *Ibu Pergi ke Laut* Exercise
	B.	Reading Short Story of *Mei Salon* 1. Finding the define short story text 2. Finding and Identifying the Characteristics of Short Story texts. Reflection Summary
	C.	Formative Test 1
Learning Activity 2	A.	Reading Short Story of *Lika-Liku Kutu Buku* Exercise
	B.	Read Short Story of *Robohnya Surau Kami* 1. Finding and Identifying Intrinsic Elements 2. Knowing Extrinsic Elements Summary
	C.	Formative Test 2
Learning Activity 3	A.	Reading Short Story of *Lukisan Kasih Sayang* Exercise
	B.	Reading Short Story of *Buyan* 1. Classifyng the structure of short story text 2. Knowing the Language Rules of Short Story Text Reflection Summary C. Formative Test 3
Learning Activity 4	A.	Reading Short Story of *Bunga Dalam Tempurung* Exercise
	B.	Identifying Folklore
	C.	Determine the Steps of Writing a Short Story Text Based on Folklore Summary
	D.	Formative Test 4

Through reading a lot of short stories and practicing, students are expected to gain knowledge and ease in writing short story texts. The steps for writing folklore-based short story texts are as follows:

a) Reading folktales. In this activity, students read several folktales through the links provided in the e-module, such as *"Putri Kembang Dadar", "Asal Mula Tanah Abang, "Buaya Muara and Asal Sungai Rengit", Pangeran Natadiraja, and Sisik Naga Mas"*.

b) Choose one of the folktales that have been read.

c) Analyze the intrinsic elements (theme, mandate, character and characterization, and values) of the folktale.

d) Choose one of the intrinsic elements of folklore values that have been read.

e) Develop the selected intrinsic elements of folklore into intrinsic elements in a short story.

f) Creating an essay outline by considering the elements of a short story.

g) Write a short story based on the outline that has been made.

4.3 Validation Phase

The validity test aims to examine the validity level of the developed e-module. The validity test was carried out by three validators: material experts, graphic aspects, and language aspects. E-Module Writing Short Story Text Based on South Sumatra Local Wisdom has been assessed to have a percentage of 81.93% with very valid criteria. The following are the results of validation from linguists, materials, and graphic.
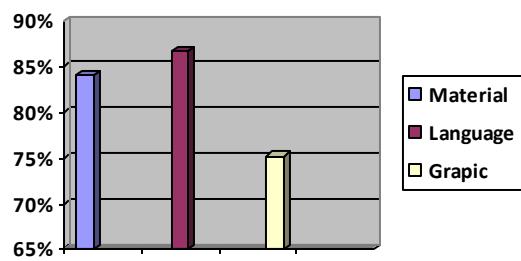

Figure 2. Validation Test Results

The material aspect has a percentage of 84% with a mean of 4.25. This shows that the e-module fulfills the criteria of being very valid. The validator gave comments to add a few words to the title and clarify the questions for students when writing short stories. The language aspect has a percentage of 86.6% with a mean of 4.3. The sentence structure is considered quite appropriate, with very good sentence effectiveness. This shows that the e-module meets the criteria of being very valid. The language validator also provided comments to correct the spelling that was still not correct. The graphical aspect has a percentage of 75.2% with an average of 3.76. These criteria indicate that the e-module fulfills the valid criteria. The graphic validator gave suggestions to change the colors to be more neutral.

From the results of the validation test, it can be concluded that the e-module has high validity, especially in the material and language aspects. However, it needs improvement in the graphic aspect. Suggestions for such improvements can improve the quality and visual appeal of e-modules, thus being more effective in facilitating student learning. The validity obtained after conducting the validation test can be used to conduct product tests with students (Syahputra & Mustika, 2022).

4.5 Practicality Test Stage

After making improvements according to the validator's suggestions, the next step is conducting a practicality test. The practicality test uses the small group test. The practicality of e-modules can be determined after conducting trials and distributing questionnaires. Those questions are about ease of use, efficiency of learning time, and utilization of e-

modules. This test was conducted with 10 students. After that, students fill out a questionnaire on the practicality of the e-modules that have been used. The following are the results of the practicality test questionnaire.

Based on the assessment results from the student questionnaire, the results show that the e-module creates positive learning with easy access and features that function properly. Through e-module, students can learn the material independently with clear working instructions. The language used in the e-module is simple and easy to understand, and it is supported by very clear letters or fonts. Teaching materials in e-modules help save time and facilitate understanding of the material, equipped with examples that support the learning process. The evaluation in the e-module provides a good measurement of the understanding of the material, while the overall learning activities support the development of short story writing skills. and facilitate understanding of the material, equipped with examples that support the learning process. The evaluation in the e-module provides a good measurement of the understanding of the material, while the overall learning activities support the development of short story writing skills. The following is the data on practicality results after processing.

Table 5. Practicality Test Results

Total	467
Precentage	93,4
Average	46,7

Based on the table, it shows that the e-module is very practically for students to use. In addition students filling out the questionnaire, they also give positive feedback on ease of access, functionality, and efficiency of learning time. It is very good for independent learning at home, easy to use, and provides a fun new guide to writing short stories. However, there is one arrow link button that cannot be clicked.

From the analysis of the feasibility test questionnaire and student comments, students respond positively to ease of access, functionality, and efficiency of learning time. Thus, e-modules can be considered a practical and effective learning tool for supporting students' understanding of short story writing based on the local wisdom of South Sumatra. E-modules can be considered a practical and effective learning tool for supporting students' understanding of short story writing based on the local wisdom of South Sumatra. After making improvements, it can be concluded that the e-module has met the feasible criteria with a percentage of 93.4% and can be used in the next stage (Sari et al., 2022).

4.6 Effectiveness Test Stage

The effectiveness test stage was conducted through field trials with 33 students. The effectiveness evaluation was conducted by applying the pretest and post-test. The pretest and post-test questions are about writing short story texts with several elements of assessment, namely title, content, suitability to the people's story, language, and spelling. After taking the pretest, students learned to use the short story text e-module and worked on exercises. The following is the mean on the pre-test and post-test.
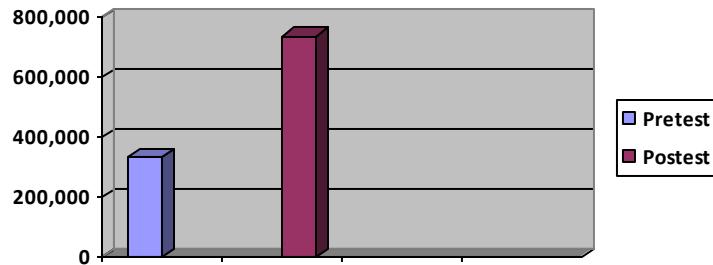

Figure 3. Result of Mean of Pretest dan Postest

The diagram shows that the mean pre-test and post-test scores have increased significantly. The average pretest result was 33.4848, and the posttest result was 73.6364. This means that there has been an increase in student scores on the short story text writing test that has been carried out. In addition to the average, the effectiveness test has also been calculated using SPSS 22. The following is a paired sample test table from SPSS 22.

Table 6. paired samples test

	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Pretest - Postest	-40.15152	13.01951	-17.716	32	.000

Based on the paired sample test table, there is a statistically significant increase between the pretest and posttest based on the 2-tailed result (0.000 <0.05). This shows that the use of e-module teaching materials for short story texts based on South Sumatra local wisdom significantly affects the improvement of students' short story text writing test results.

Some findings that result after students use the e-module short story text are:

a) Significant increase in pre-test and post-test scores.

b) Increased student creativity in conveying intrinsic elements of folklore into short story texts.

c) Improved language writing skills are more communicative, able to describe objects better, and have a good order of sentences.

d) The positive influence of reading examples of scripts and material learning on the outcome of writing.

Through this effectiveness test, it can be concluded that the e-module has improved the students' ability to write short story texts significantly. Statistical analysis and improvement of writing test results provide strong evidence related to the efficacy of using the e-module as a local South Sumatra wisdom-based short story writing teaching material. These findings provide new insights regarding the potential of e-modules in improving student learning outcomes in writing short stories (Alfian & Sodiq, 2023).

The main finding in this study is that the e-module for writing short story texts based on local wisdom has been in accordance with the needs of students and meets the aspects of validity, practical and effective.

5. Discussion

The The needs analysis has demonstrated that students exhibit a significant deficiency in both their abilities to write short stories and their knowledge of local wisdom. This finding highlights a critical issue within the educational framework: the pivotal role of teaching materials in the success of learning activities and the achievement of educational goals. According to Sianipar et al. (2022), the availability and quality of these materials substantially influence students' comprehension and skill development. Therefore, teaching materials, regardless of whether they are written, unwritten, digital, or multimedia, must be meticulously aligned with curriculum requirements and tailored to meet the specific needs of students (Putri et al., 2022; Zulkarnain & Herman, 2022).

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Effective teaching materials are essential in enhancing academic understanding and developing key competencies. This assertion is supported by the integration of STEM principles into physics resources, which has been shown to improve 21st-century skills (Nazifah & Asrizal, 2022). Authentic materials, such as folklore and comics, play a vital role in language learning by boosting reading and writing competencies (Mulyati et al., 2021). Furthermore, subject-specific materials, like those designed for physics or social studies, have a significant impact on learning outcomes by addressing pertinent themes such as global warming or moral values. These materials thereby enhance cognitive abilities, scientific literacy, and moral reasoning (Purwiyantini et al., 2018; Hani et al., 2021).

The incorporation of interactive digital resources, such as EPUBs and animated films, creates engaging learning experiences that greatly aid in the comprehension and retention of information (Islamy et al., 2020; Panjaitan et al., 2022; Syafitri et al., 2018). Moreover, embedding local wisdom and cultural elements into teaching materials fosters meaningful connections and deeper engagement among students. This approach is crucial for sustainability-based materials, which support Education for Sustainable Development (Liu et al., 2020). The creation of learning media based on local wisdom enables students to better recognize and understand materials from their surrounding environment, thereby fostering a deeper appreciation and understanding of their cultural context (Mustadi & Irvan, 2021).

In light of these insights, this study proposes the development of an e-module aimed at improving the skills of writing short story texts, with a particular emphasis on local wisdom. Local wisdom encompasses various literary works, including folklore, legends, and myths, and provides a rich foundation for educational content (Fatmasari & Sodiq, 2023). Previous research has shown that local wisdom is instrumental in helping students integrate character values into their everyday lives (Pratama et al., 2021; Saputra et al., 2022). This underscores the rationale behind choosing local wisdom as the foundational element for the learning media.

Additionally, the rich local wisdom of South Sumatra has been highlighted in another study, which indicates its potential to attract foreign nationals who are interested in exploring this cultural wealth further (Anzelina, 2023). Consequently, this research focuses on developing short story writing skills through the incorporation of local wisdom, aiming to create a learning module that not only improves literary skills but also enriches students' understanding and appreciation of their cultural heritage.

Therefore, this study sees the development of an e-module for writing short story texts based on local

wisdom addresses a critical gap in students' literary skills and cultural knowledge. The integration of local wisdom into educational materials fosters a stronger connection between students and their cultural heritage, enhancing both cognitive and moral development. This approach not only improves students' writing competencies but also supports the broader educational goal of fostering well-rounded individuals who are deeply connected to their cultural roots. The implications of this research are significant, suggesting that incorporating local wisdom into educational materials can greatly enhance the overall learning experience and contribute to the preservation and appreciation of cultural heritage on a larger scale.

5.1 Development of E-Module Teaching Materials

The development of teaching materials plays a crucial role in improving the quality of education and student learning experiences. Teaching materials need to adapt to current capabilities and era developments, with e-modules being one example (Pulsha et al., 2020). The short story text e-modules incorporate South Sumatra's local wisdom, which is part of the Merdeka curriculum's old literature study, including prose and folklore. Folklore, as old prose, is introduced to modern students and can be used as a basis for short story writing due to its virtues, norms, and customary laws (Syukur et al., 2022).

The e-module designed for learning purposes emphasizes reading short story examples, comprehension of the material, engaging in exercises, and undergoing final evaluations. This structured approach aims to enhance students' reading and understanding skills, as highlighted in previous research by Suci et al. (2018) Kim (2004), which emphasized the importance of good reading and understanding skills in effectively writing short story texts. In the realm of educational research, a study by Moody et al. (2010) explored the influence of electronic versus traditional storybooks on preschool children's engagement and communication, indicating that both the medium and presentation style significantly impact learning outcomes.

Furthermore, Mak & Willems (2018) delved into the concept of mental simulation during literary reading, revealing that individuals engage in mental simulation processes while reading literary narratives, underscoring the cognitive aspects involved in reading activities. Ven (2023) conducted a qualitative-empirical study on attentional modulation in reading short stories, highlighting the impact of contextual factors and personal history on readers' attentional focus and interpretation of text elements. Additionally, the study by Sani & Rahmat (2023) on undergraduates' perception of writing short stories utilized a survey instrument to gauge students' attitudes and preferences towards short story composition. Literature discussions by Khatib et al.

(2011) emphasized the transformative potential of literature in EFL/ESL classrooms, suggesting that exposure to literary works can influence learners' attitudes and perspectives. Moreover, the development of e-modules for Islamic reading materials, as explored by (Berlin et al., 2022), highlighted the importance of creating engaging and visually supported materials to facilitate student engagement and comprehension.

The e-modules for writing short story texts include internet links for varied learning. The e-module based on South Sumatra local wisdom has been validated by experts in material, language, and graphics with a percentage of 81.93%, indicating very valid criteria and suggestions for improvement. After incorporating experts' feedback, the product was validated (Nisphi et al., 2023). Teaching materials must meet validator criteria to be considered effective and applicable for further research (Husna et al., 2022; Sumiati et al., 2023).

5.2 Learning Using E-Modules

Learning with e-modules supports students' independent learning without always relying on the teacher. E-modules allow students to access learning materials anytime and anywhere (Larasati et al., 2020), meeting the needs of Class X students at SMA Negeri 1 Lempuing Jaya, who initially lacked a study guide at home. The e-module for writing short story texts has been deemed feasible after a practicality test with 10 students, showing ease of use, efficiency of learning time, and utilization. Students also provided feedback for improvement. Effective teaching materials must be tested for validity and practicality, ensuring content correctness, accessibility, and understandability (Nurhana et al., 2020; Indrawati et al., 2020).

The short story e-module based on South Sumatra local wisdom effectively improves Class X students' writing abilities at SMA Negeri 1 Lempuing Jaya, as supported by the effectiveness test results. Students' short story writing scores increased significantly after using the e-module (2-tailed result 0.000 <0.05), aligning with previous studies that show e-modules can enhance student motivation and understanding (Amril & Thahar, 2022; Sintia et al., 2023). These studies prove that electronic modules are practical and effective for supporting the learning process of writing short stories, allowing students to learn independently and seek teacher assistance when needed.

Integrating local wisdom from folklore into educational settings can be a valuable source of inspiration for students in crafting short story texts. By incorporating elements of local wisdom, students engage in a creative process that stimulates their imagination and encourages the development of well-crafted short stories. This approach not only enriches students' writing skills but also fosters a deeper

appreciation for cultural heritage and traditions (Vuong et al., 2018). Research by Farisi (2024) emphasizes the significance of teaching materials based on Indonesian folklore, highlighting the potential for such approaches to yield new discoveries and enhance understanding of cultural heritage. Additionally, Hastuti et al. (2023) underscore the benefits of integrating local wisdom into short story writing, particularly through digital book media, to enhance vocabulary development and overall writing skills. Studies such as Grolig et al. (2018) shed light on the effects of storybook exposure on language skills, emphasizing the importance of literacy environments in shaping language competencies.

Furthermore, Arianto & Simanjuntak (2020) delve into the representation of ecocriticism in folklore, showcasing how folklore narratives can reflect environmental conservation values and societal perspectives. The utilization of local wisdom-based story calendars has been shown to improve students' narrative writing skills by providing contextual and relatable content. Moreover, Seli & Anggelina (2022) emphasize the value of local wisdom in Dayak Kanayatn's folktale, demonstrating how sociological studies of literature can uncover the underlying values and societal norms embedded in folklore narratives. Incorporating local wisdom in teaching materials not only enhances students' literacy competence (Lubis & Bahri, 2021) but also contributes to character education (Firnadia et al., 2021). By drawing on the rich cultural tapestry of folklore, educators can create engaging and meaningful learning experiences that promote creativity, critical thinking, and cultural appreciation among students.

Research by Alfian & Sodiq (2023) and Syukur et al. (2022) shows that modules based on local wisdom help students recognize and integrate local wisdom into their writing. In practice, folklore as a source of ideas for short story writing can be adapted and developed in various ways.

An important aspect is encouraging students to develop a habit of reading broadly, not just short story texts. This habit broadens their knowledge and is key to understanding various subjects. Students also need to adapt to using digital-based learning media, ensuring their smartphones are used effectively. Those who struggle with e-module instructions, internet links, or online assignments should seek teacher guidance.

6. Conclusions

This study demonstrates the critical importance of developing innovative and creative teaching materials for writing short story texts. The short story text e-module, based on South Sumatra local wisdom, was meticulously designed to include examples, student feedback, learning materials, writing steps, exercises, and final evaluations. Expert validation confirmed its high validity, while practicality tests indicated its ease

of access, functionality, and efficiency in learning. The e-module significantly improved students' short story writing skills and increased their knowledge of local folklore, highlighting its effectiveness as a learning medium. This research underscores the value of integrating local wisdom into educational tools, fostering student creativity and cultural awareness. However, it also points to the need for fostering a habit of reading among students, suggesting that the delivery of local wisdom should be creatively adapted across all learning contexts. This study not only affirms the efficacy of e-modules in enhancing writing skills but also opens avenues for further exploration of local wisdom integration in modern education.

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