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DEVELOPMENT OF ETHNOSCIENCE-INTEGRATED ENVIRONMENTAL SCIENCE E-MODULE: A STUDY OF STUDENT PERCEPTIONS ON RELEVANCE AND PRACTICALITY

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Abstract
The transformation of digital-based learning demands the development of media that is not only innovative but also contextua l and meaningful. Environmental Science as a discipline oriented towards solving real problems requires an approach that is able to integrate scientific concepts with socio-cultural contexts. This study aims to analyze students' perceptions of the ethnoscience integrated Environmental Science e-module from the perspective of content relevance and practicality of use. The research uses mixed methods with a descriptive-analytical design. Quantitative data was obtained through a perception questionnaire involving students of the Biology Education Study Program, while qualitative data was collected through reflective interviews to deepen the interpretation of the findings. The results showed that ethnoscience-based e-modules obtained a very good category in the relevance aspect (average score ≥ 88%) and a good to very good category in the practicality aspect (average score ≥ 86%). Students assessed that the integration of local wisdom increased conceptual understanding and made it easier to relate the material to the environmental reality in Riau Province. Qualitative findings reveal that the presentation of contextual content based on local culture encourages learning engagement, ecological awareness, and reflection on environmental values. This study concludes that the integration of ethnoscience in the Environmental Science e-module is effective in increasing students' positive perception of the relevance and practicality of digital learning media and has implications for strengthening environmental literacy and the development of regional culture-based learning within the framework of Outcome-Based Education and Independent Learning-Independent Campus.
Keywords: *e-module, ethnoscience, Environmental Science, perception, local wisdom, digital learning*

1. INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the landscape of higher education, enabling more flexible, accessible, and student-centered learning environments. Digital-based learning offers opportunities to move beyond traditional instruction toward more interactive and autonomous learning experiences. However, this transformation also introduces critical challenges, particularly in ensuring that learning media are not only technologically sophisticated but also pedagogically meaningful and contextually relevant. Many existing digital learning resources emphasize technological features while neglecting contextual depth, resulting in learning that is less engaging and disconnected from students' real-life experiences. Therefore, the development of

digital learning media must prioritize meaningful, contextualized learning alongside innovation (Bond *et al.*, 2020; Hodges *et al.*, 2020).

In Environmental Science education, the need for contextual and meaningful learning is particularly urgent due to its interdisciplinary and problem-oriented nature. This field requires students to understand complex interactions between ecological systems and human activities while developing the ability to address real environmental challenges. However, conventional instructional approaches often fail to bridge the gap between theoretical concepts and practical environmental issues. As a result, students may struggle to develop environmental awareness and critical problem-solving skills. This limitation highlights the need for learning approaches that connect scientific knowledge with real-world environmental contexts (Stevenson *et al.*, 2021; Ardoin *et al.*, 2020).

A major challenge in Environmental Science education is the lack of learning materials that reflect local environmental and cultural contexts. Many instructional resources are designed in a generalized manner, overlooking the ecological diversity and cultural richness of specific regions. In Indonesia, regions such as Riau possess unique environmental characteristics and strong traditions of local wisdom that are highly relevant to scientific learning. When these local contexts are not integrated into instructional materials, students often find it difficult to relate abstract scientific concepts to their own environment. Consequently, learning becomes less meaningful and less impactful (Suryani *et al.*, 2021; Rahmawati & Ridwan, 2022).

The integration of local wisdom into education, commonly referred to as ethnoscience, provides a promising solution to this challenge. Ethnoscience incorporates indigenous knowledge systems and cultural practices into scientific learning, allowing students to understand scientific concepts through familiar socio-cultural perspectives. This approach not only bridges the gap between formal science and traditional knowledge but also enhances students' engagement and appreciation of environmental issues. Furthermore, ethnoscience supports culturally responsive pedagogy, which has been shown to improve learning outcomes and student participation. As such, it offers a meaningful pathway to contextualize Environmental Science learning (Aikenhead & Michell, 2021; Suastra *et al.*, 2020).

Despite its potential, the integration of ethnoscience in higher education remains limited, particularly within digital learning environments. Most existing implementations are still confined to conventional classroom settings, leaving a significant gap in digital-based applications. This gap is critical given the increasing reliance on digital learning platforms in higher education. E-modules, as one form of digital learning media, offer flexibility, interactivity, and opportunities for self-directed learning. However, their effectiveness depends largely on the extent to which they are designed to be contextual, relevant, and user-friendly (Hidayat *et al.*, 2021; Prasetyo *et al.*, 2022).

In evaluating digital learning media, two key dimensions must be considered: relevance and practicality. Relevance refers to the alignment between learning content and students' needs, experiences, and real-world contexts, while practicality relates to usability, accessibility, and ease of use. Learning materials that are both relevant and practical are more likely to enhance student

engagement and improve learning outcomes. In addition, student perception plays a crucial role in determining the success of learning media, as it reflects learners' experiences and acceptance of the instructional design. Therefore, assessing students' perceptions of relevance and practicality is essential for evaluating the effectiveness of digital learning innovations (Kember, 2021; Biggs & Tang, 2022; Creswell & Plano Clark, 2021).

Based on these considerations, this study focuses on the development and evaluation of an ethnoscience-integrated Environmental Science e-module in the context of higher education in Riau Province, Indonesia. The study aims to analyze students' perceptions of the e-module in terms of relevance and practicality, using a mixed-methods approach to obtain comprehensive insights. By integrating local wisdom into digital learning, this research seeks to create a more meaningful and contextually grounded learning experience. The findings are expected to contribute to the advancement of environmental literacy and culturally responsive education within the framework of Outcome-Based Education and Merdeka Belajar. Furthermore, this study provides empirical evidence supporting the integration of ethnoscience in digital learning as an innovative approach to improving Environmental Science education.

2. METHODOLOGY

2.1 Research Design

This study employed a **mixed-methods approach** with a descriptive-analytical design to comprehensively analyze students' perceptions of the ethnoscience-integrated Environmental Science e-module. The use of mixed methods was intended to capture both measurable trends and deeper interpretative insights regarding the effectiveness of the developed learning media. Quantitative data provided structured information on the levels of relevance and practicality, while qualitative data enriched the findings by exploring students' experiences and reflections in greater depth. This design aligns with the need to understand not only *what* students perceive, but also *why* such perceptions emerge. The integration of both approaches strengthens the validity and reliability of the findings through methodological triangulation.

2.2 Research Context and Participants

The study was conducted at the Biology Education Study Program, Faculty of Education and Vocational, Universitas Lancang Kuning, located in Riau Province, Indonesia. This context was deliberately selected due to its strong environmental characteristics and rich local wisdom, which are highly relevant to ethnoscience-based learning. The participants consisted of undergraduate students enrolled in the Environmental Science course. These students were chosen because they had direct experience using the developed e-module during the learning process. A purposive sampling technique was applied to ensure that participants met the criteria relevant to the research objectives. Overall, the participants represented a suitable population for evaluating both the relevance and practicality of the e-module in a real instructional setting.

2.3 Development of the Ethnoscience-Integrated E-Module

The e-module was developed as a digital learning resource integrating scientific concepts with local wisdom from the Riau Malay community. The development process emphasized contextualization, ensuring that learning content reflects real environmental issues such as peatland degradation, river ecosystem management, and deforestation. Ethnoscience elements were embedded through the inclusion of traditional ecological knowledge, local environmental practices, and culturally relevant examples. The module was designed to be interactive, self-instructional, and accessible across digital devices to support independent learning. In addition, the content was structured using a problem-based learning approach to encourage students to actively engage in analyzing and solving environmental issues. This design aimed to enhance both conceptual understanding and environmental awareness.

2.4 Data Collection Techniques

Data were collected using two main techniques: questionnaires and interviews. Quantitative data were obtained through a structured perception questionnaire designed to measure students' evaluations of the e-module. The questionnaire focused on two key dimensions: relevance and practicality. Qualitative data were collected through semi-structured reflective interviews, allowing students to express their experiences, opinions, and suggestions regarding the use of the e-module. The combination of these techniques enabled the researcher to capture both numerical trends and in-depth insights. Data collection was conducted after students had completed learning activities using the e-module to ensure that responses were based on actual experience.

2.5 Research Instruments

The primary instrument used in this study was a Likert-scale questionnaire consisting of statements related to relevance and practicality. The relevance aspect included indicators such as alignment with learning objectives, connection to real-life environmental issues, and integration of local wisdom. The practicality aspect covered ease of use, clarity of instructions, accessibility, and overall user experience. Each item was rated on a scale ranging from strongly disagree to strongly agree. In addition, an interview guide was developed to explore students' perceptions in greater depth, focusing on engagement, understanding, and environmental awareness. The instruments were designed to ensure clarity, consistency, and alignment with the research objectives.

2.6 Validity and Reliability of Instruments

To ensure the quality of the research instruments, validity and reliability testing were conducted. Content validity was established through expert judgment involving lecturers in Environmental Science and educational technology. Their feedback was used to refine the questionnaire items and ensure their relevance to the research variables. Reliability was tested using internal consistency analysis, ensuring that the instrument produced stable and consistent results. The questionnaire was

considered reliable when it met acceptable reliability criteria (e.g., Cronbach's alpha ≥ 0.70). These procedures ensured that the data collected were both accurate and dependable.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive statistical techniques, including percentage scores and mean values, to determine the level of relevance and practicality. The results were then categorized into qualitative criteria such as very good, good, and sufficient based on predetermined intervals. Qualitative data from interviews were analyzed using thematic analysis, involving data reduction, coding, categorization, and interpretation. This process allowed the identification of recurring themes related to students' experiences and perceptions. The integration of quantitative and qualitative findings was carried out to provide a comprehensive interpretation of the results. This analytical approach ensured that the conclusions drawn were both data-driven and contextually meaningful.

3. RESULTS

3.1 Overview of Findings

This study aimed to analyze students' perceptions of the ethnoscience-integrated Environmental Science e-module in terms of relevance and practicality. The results are presented based on quantitative data obtained from the perception questionnaire and qualitative data derived from reflective interviews. Overall, the findings indicate that the developed e-module was positively perceived by students across both evaluation dimensions. Quantitative results demonstrate high scores in both relevance and practicality, while qualitative findings provide deeper insights into students' learning experiences. The integration of ethnoscience elements and local wisdom appears to play a significant role in shaping these positive perceptions. The following subsections present detailed findings for each dimension.

3.2 Quantitative Results on Relevance

The relevance of the e-module was evaluated based on several indicators, including alignment with learning objectives, connection to real-world environmental issues, and integration of local wisdom. The analysis shows that the overall average score for relevance reached **88.6%**, which falls into the **"very good" category**. This result indicates that students perceived the e-module content as highly relevant to both their academic needs and environmental realities.

Table 1. Relevance Indicators of the E-Module

No.	Indicator	Score (%)	Category	Description
1	Integration of Local Environmental Context	91.2	Very Good	Strong appreciation of Riau-based environmental issues
2	Conceptual Clarity and Alignment with Course Objectives	89.4	Very Good	Content effectively supports students' understanding of Environmental Science concepts
3	Connection Between Theory and Real-Life Application	87.1	Very Good	Students are able to relate the material to real environmental challenges

These findings suggest that the ethnoscience approach successfully enhanced the contextual relevance of the learning material. The integration of local wisdom not only made the content more meaningful but also facilitated a deeper understanding of environmental concepts. Overall, the high relevance score confirms that the e-module effectively bridges the gap between theoretical knowledge and real-world application.

3.3 Quantitative Results on Practicality

The practicality of the e-module was assessed through indicators such as ease of use, accessibility, clarity of instructions, and overall user experience. The results show that the average practicality score reached **86.3%**, which falls within the **"very good" category**. This indicates that the e-module was generally considered easy to use and supportive of independent learning.

Table 2. Practicality Indicators of the E-Module

No.	Indicator	Score (%)	Category	Description
1	Ease of Navigation	88.0	Very Good	Interface is intuitive and user-friendly
2	Clarity of Instructions and Content Organization	86.7	Very Good	Learning process is easy to follow without significant difficulty
3	Accessibility Across Devices	84.5	Very Good	Accessible across devices, with minor technical limitations experienced

Despite these minor constraints, the overall practicality results demonstrate that the e-module meets the criteria of effective digital learning media. Students were able to use the module independently,

which aligns with the principles of self-directed learning in higher education. These findings confirm that the design of the e-module supports both usability and accessibility.

3.4 Summary of Quantitative Findings

To provide a clearer comparison, the overall results of both dimensions are summarized in Table 1.

Table 3. Summary of Relevance and Practicality Scores

Dimension	Average Score	Category
Relevance	88.6%	Very Good
Practicality	86.3%	Good–Very Good

The data indicate that relevance scored slightly higher than practicality, suggesting that while the content was highly meaningful, there is still room for improvement in technical aspects. However, both dimensions achieved high scores, confirming the overall effectiveness of the e-module.

3.5 Qualitative Findings: Student Perceptions

Qualitative data from reflective interviews provide deeper insights into how students experienced the use of the e-module. Three major themes emerged from the analysis: increased learning engagement, enhanced ecological awareness, and meaningful learning experiences.

First, students reported a significant increase in engagement when learning materials were presented in a culturally relevant context. They expressed that examples drawn from local environmental issues made the learning process more interesting and relatable. One student noted that learning about environmental problems in their own region made them more motivated to participate actively in discussions and assignments.

Second, the integration of ethnoscience was found to enhance students' ecological awareness. Students demonstrated a greater understanding of the relationship between human activities and environmental sustainability. They also showed increased sensitivity toward local environmental issues, indicating that the learning process went beyond cognitive understanding to affective development.

Third, students emphasized that the e-module provided a more meaningful learning experience. They appreciated the combination of scientific concepts with local wisdom, which helped them understand the relevance of Environmental Science in their daily lives. This meaningful learning experience contributed to better retention of knowledge and deeper conceptual understanding.

3.6 Integration of Quantitative and Qualitative Results

The integration of quantitative and qualitative findings reveals a consistent pattern. High quantitative scores in relevance are supported by qualitative evidence showing that students found

the content meaningful and connected to their real-life experiences. Similarly, positive practicality scores are reinforced by students' feedback regarding ease of use and accessibility.

This convergence of findings indicates that the ethnoscience-integrated e-module not only performs well in measurable aspects but also provides a positive and impactful learning experience. The qualitative data further explain why students rated the e-module highly, highlighting the importance of contextualization and cultural relevance in digital learning.

3.7 Key Findings

Based on the overall analysis, several key findings can be identified. First, the ethnoscience-integrated e-module achieved a very high level of relevance, indicating strong alignment with students' academic and environmental contexts. Second, the e-module demonstrated a high level of practicality, supporting independent and flexible learning. Third, the integration of local wisdom significantly contributed to increased engagement and ecological awareness. Finally, the combination of quantitative and qualitative results confirms that the e-module is both effective and meaningful as a digital learning medium.

4. DISCUSSION

The findings of this study indicate that the ethnoscience-integrated e-module achieved a very high level of relevance, as reflected in the average score exceeding 88%. This result suggests that the integration of local wisdom into Environmental Science learning effectively enhances the alignment between instructional content and students' real-life contexts. From a pedagogical perspective, relevance is a key determinant of meaningful learning, as it enables students to connect abstract concepts with authentic experiences. The high relevance score in this study confirms that contextualization through ethnoscience can bridge the gap between theoretical knowledge and environmental realities. This finding is consistent with previous studies indicating that ethnoscience-based learning materials improve conceptual understanding and contextual awareness among students (Putra *et al.*, 2021; Suastra *et al.*, 2020).

One of the most significant contributions of this study lies in demonstrating how ethnoscience supports deeper conceptual understanding. The integration of traditional ecological knowledge allows students to interpret scientific concepts through culturally familiar frameworks. This dual perspective—scientific and cultural—facilitates cognitive engagement and supports knowledge construction. Students are not merely receiving information but actively connecting new knowledge with prior experiences rooted in their local environment. Previous research has shown that ethnoscience-based learning promotes scientific literacy and critical thinking by linking science to everyday practices (Suastra *et al.*, 2020; Rahmawati & Ridwan, 2022). In line with these findings, the present study confirms that contextualized content contributes to a more meaningful and enduring understanding of Environmental Science concepts.

The practicality results, with an average score above 86%, indicate that the developed e-module is effective in terms of usability and accessibility. This finding highlights the importance of user-centered design in digital learning media. A practical learning tool must not only deliver content effectively but also ensure ease of navigation, clarity of instructions, and compatibility across devices. The positive perception of practicality suggests that students were able to engage with the e-module independently, supporting the principles of self-directed learning. This aligns with the growing emphasis on digital learning environments that promote flexibility and learner autonomy (Bond *et al.*, 2020; Prasetyo *et al.*, 2022). Thus, the practicality of the e-module strengthens its role as an effective digital learning resource.

Qualitative findings reveal that the integration of ethnoscience significantly enhances student engagement. Students reported increased interest and motivation when learning materials were connected to their cultural and environmental contexts. This suggests that relevance is closely linked to engagement, as students are more likely to participate actively when they perceive the content as meaningful. Ethnoscience provides a culturally responsive approach that acknowledges students' identities and experiences. This finding is supported by research indicating that culturally contextualized learning environments foster higher levels of student engagement and participation (Yuliani *et al.*, 2023; Rahmawati & Ridwan, 2022). Therefore, ethnoscience not only enriches content but also transforms the learning experience into a more interactive and engaging process.

Another important finding of this study is the role of ethnoscience in enhancing students' environmental literacy and ecological awareness. The integration of local environmental issues encourages students to reflect on real ecological challenges within their own communities. This process promotes not only cognitive understanding but also affective and behavioral dimensions of learning. Students become more aware of environmental problems and develop a sense of responsibility toward sustainability. Previous studies have shown that contextual and ethnoscience-based learning contributes to the development of environmental attitudes and responsible behavior (Ardoin *et al.*, 2020; Stevenson *et al.*, 2020). In this context, the e-module serves as a tool for fostering environmental consciousness, which is a key objective of Environmental Science education.

The findings of this study also demonstrate strong alignment with the principles of Outcome-Based Education (OBE) and the Merdeka Belajar–Kampus Merdeka (MBKM) framework. The e-module supports student-centered learning by allowing learners to explore content independently and engage in problem-solving activities. The integration of real-world environmental issues ensures that learning outcomes are relevant and applicable beyond the classroom. Furthermore, the emphasis on local wisdom aligns with the MBKM principle of contextual and flexible learning. This alignment suggests that ethnoscience-integrated digital learning media can serve as an effective strategy for implementing competency-based education (Biggs & Tang, 2011; Kember, 2021).

The results of this study have important implications for the development of digital learning media in higher education. First, they highlight the need to move beyond technology-driven approaches toward context-driven innovation. Digital learning tools should not only be interactive but also

culturally and environmentally relevant. Second, the study demonstrates that integrating ethnoscience into digital media can enhance both cognitive and affective learning outcomes. Third, it provides evidence that student perception is a critical factor in evaluating the success of learning innovations. These findings suggest that future development of digital learning media should prioritize contextualization, usability, and learner engagement (Bond *et al.*, 2020; Creswell & Plano Clark, 2018).

This study contributes to the existing literature by addressing the gap in ethnoscience integration within digital learning environments, particularly in higher education. While previous studies have focused on ethnoscience in traditional classroom settings, this research demonstrates its effectiveness in a digital e-module format. The novelty of this study lies in the combination of ethnoscience, digital learning, and student perception analysis within a mixed-methods framework. Additionally, the study provides empirical evidence from a specific regional context, highlighting the importance of local wisdom in Environmental Science education. This contribution is significant in advancing the field of culturally responsive and context-based digital learning (Putra *et al.*, 2021; Yuliani *et al.*, 2023).

Despite its contributions, this study has several limitations. First, the research was conducted within a specific institutional and regional context, which may limit the generalizability of the findings. Second, the study focused primarily on student perceptions, without directly measuring learning outcomes such as academic achievement. Third, the sample size was relatively limited, which may affect the robustness of the conclusions. Future research should expand the scope by involving multiple institutions and larger sample sizes. In addition, further studies are recommended to examine the impact of ethnoscience-integrated e-modules on learning outcomes and long-term environmental behavior (Creswell & Plano Clark, 2018).

5. CONCLUSION

This study demonstrates that the ethnoscience-integrated Environmental Science e-module is an effective and meaningful digital learning innovation in higher education. The findings indicate that the e-module achieved a very high level of relevance and a high level of practicality, confirming its alignment with students' academic needs, environmental contexts, and independent learning preferences. The integration of local wisdom plays a significant role in enhancing conceptual understanding by connecting scientific knowledge with real-world environmental issues. In addition, the e-module fosters student engagement and ecological awareness, highlighting the importance of culturally responsive and contextualized learning in strengthening environmental literacy.

From a practical perspective, the e-module supports the implementation of student-centered learning in line with Outcome-Based Education and the Merdeka Belajar–Kampus Merdeka framework. The study provides empirical evidence that integrating ethnoscience into digital learning media can enhance both cognitive and affective learning outcomes. However, this study is limited by its contextual scope and focus on student perceptions. Therefore, future research is recommended to examine its impact on learning achievement, critical thinking, and long-term environmental behavior

across broader contexts. Overall, this study offers a strategic contribution to the development of culturally grounded and context-based digital learning in Environmental Science education.

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