

Analysis of the need for ethno-digital module development based on language politeness

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Abstract. The objectives of this study are (1) to investigate students' needs for digital modules, (2) to scrutinize students' needs for ethno content modules, (3) to explore students' needs for polite language use, and (4) to delineate the results of teacher interviews about the needs for ethno-digital module development based on language politeness. This research is conducted as a Research and Development study. This research utilizes the Borg and Gall model. It was conducted at MI NU TBS Kudus. The data was collected through the use some techniques including questionnaire, interview, and study documentation. Then, it was analysed using descriptive and quantitative technique. The results in this study indicate that 1) students need a digital software module Kvisoft Flipbook Maker in the form of a flipbook, (2) students need a module with ethno content such as traditional dances, traditional houses, customs or traditions, and non-fiction stories from certain areas, (3) students need a module that facilitates politeness, and (4) a politeness-based ethno-digital module which contains politeness in wisdom, acceptance, generosity, humility, approval, and sympathy.

1. Introduction

The most basic human need to face globalization is education [1]. Current Indonesian education uses the 2013 Curriculum. In the 2013 curriculum learning using integrated thematic learning [2]. Integrated thematic learning is an amalgamation of several lessons in one theme that have the same material Pembelajaran tematik terpadu merupakan penggabungan beberapa pelajaran dalam satu tema yang memiliki materi yang sama [3][4]. While deepening education cannot be separated from linguistics.. Language is an activity to express ideas, ideas and opinions to others. Speaking must also pay attention to various aspects of language. In language, we must pay attention to the norms that apply in society. In communicating humans also need language. If the language uses procedures that are not in accordance with cultural values, it can cause a negative response. Cultural values that get a negative stigma will make a bad label for these cultural values. In communicating, it is not just conveying messages but also contains cultural elements in society. So it requires slanderous politeness in accordance with the Indonesian national identity that is polite and pays attention to good cultural norms.

Language politeness is seen in the way of communicating using verbal signs in language[5]. Through language politeness can lead to good communication. The politeness of using language that is polite, systemic, polite and clearly reflects the speaker's self. The principle of politeness is required in intersoboc and pragmatic rhetoric[6]. The principle of politeness also contains two people, namely self and other. Self is the speaker and the other is the opponent of the speaker. Polite speech acts, he will be able to convey messages well. But ironically, nowadays polite speech acts are decreasing[7]. The fading of language politeness is due to the development of Science and Technology. More and more children use less polite speech, causing offense to the feelings of speech partners[8]. Children who do not get enough attention in their speech will become a scourge for the environment if parents do not give good examples of speech[9]. In addition, Language politeness in using social media is still lacking. This is in accordance with the findings of researchers in the field[10].The results of interview, observations, questioner, and documentation at MI NU TBS Kudus show that there are students who

tend to have less polite language. This tendency for less polite language is reflected in the unfavorable speech when speaking and speaking with the teacher. In this problem, of course, requires the role of teachers and parents as forming language politeness of students. The politeness of language itself also determines a person's cultural value. Politeness is a reflection of how deep a person's cultural values are[10]. The deeper a person's cultural values, the better his language politeness. Currently many young people are influenced by culture from outside. Even though the culture of the Indonesian nation is a reflection of the national character[11]. Good national character and according to culture will reduce the impact of cultural problems[12]. Good civility can be applied through the development of culture-based modules. Therefore, the researcher wants to develop ethno-digital modules based on politeness[13].

The module is structured for independent learning which includes instructions for independent learning so that students can still learn without teacher assistance[14]. The application of modules, students are expected to be able to learn independently[15].

Teaching materials in the form of modules have components similar to teacher books and student books in which there are also student worksheets, answer sheets, final assessments and test answer sheets [16].

In the development of ethno-digital modules based on politeness in language, researchers pay attention to the times that lead to digitalization. Through this digitization, it will make it easier for students to study anywhere and anytime. Module development by utilizing technology it will help students to learn independently[17]. In addition, researchers also make use of ethno content in its development. The ethno element can help students understand the surrounding environment[11]. Cultural content would make students more polite in language[13].

The objectives of this study were (1) to analyze the needs of students for the digital module, (2) to analyze the students 'needs for the ethno content module, (3) to analyze the students' needs for using polite language, and (4) to describe the results of the related teacher interviews. the need for developing ethno-digital modules based on politeness.

2. Reaserch methods

Type of research carried out is the research type Research and Development. This type of research uses the Borg and Gall model. The stages developed by Borg and Gall include (1) research and data collection, (2) planning, (3) product draft development, (4) initial field trials, (5) revision of test results. trials, (6) limited trials, (7) improvement of trial results, (8) wide-scale trials, (9) final stage improvement, (10) dissemination[11].Currently, researchers carry out research at the planning and design stages.

One of the activities at this stage is a field study, description, and analysis of findings. At the stage of the field study, the researcher carried out interviews, observations, and documentation to the sources who would be used as research subjects. Researchers conducted detailed interviews regarding the use of companion modules in Indonesian language learning and the application of digital titles. Besides that, in this stage the researcher estimates the need for learning using ethno-digital modules based on politeness by carrying out a search for data to support the initial research by providing a questionnaire through the google form application. The next step is to describe the findings during the field study phase. The final stage of this needs analysis is to analyze and estimate whether the application of the ethno-digital module matches the expected needs of learning Indonesian at MI NU TBS Kudus.

The goal at this stage is to find outdata initialrelated to the development of ethno-digital modules based on politeness. The results of this activity are the basis for developing ethno-digital modules based on politeness.

This research was conducted at MI NU TBS Kudus. Research subjects at this stage are students and teachers. The data collection technique at this stage is to use a questionnaire, interview, and documentation study. data analysis techniques using quantitative descriptive.

3. Result and discussion

3.1 Analysis of students 'needs for the digital module

To conduct a digital module needs analysis, a research instrument is needed. the instrument used in this study using a questionnaire. This questionnaire consists of positive and negative statements. some of the questions in this questionnaire are related I like picture books, I like books obtained from school, I am lazy to read books from school, I am lazy to read electronic books, I read school books before lessons start, I like books that are accompanied by practice questions and answer keys, I can study independently by using school books, I am not confused about the presentation of books from school, and I like printed books.

Table 1. Questionnaire Recapitulation of Students' needs for the digital module

No	Statement	Answer Agrees (%)	Answer disagrees (%)
1	I like picture books	77	23
2	I like books obtained from school	30	70
3	I am lazy to read books from school	40	60
4	I am lazy to read electronic books	37	63
5	I read school books before lessons start	73	27
6	I like books that are accompanied by practice questions and answer keys	70	30
7	I can study independently by using school books	47	53
8	I am not confused about the presentation of books from school	50	50
9	I like printed books	50	50

Based on a needs analysis of students regarding the digital module, it was obtained from 30 respondents as many as 77% of children liked picture modules. From the aspect of books obtained from school, it was found that 30% of respondents stated that they did not like the books given. In terms of habits of respondents towards reading interest, it is quite lacking, both in reading printed books which are only 40% and electronic books which are 40%. The readiness of students in preparing for learning by reading books first is quite good, reaching 73%. Based on the book accompanied by exercises and answer keys, respondents stated that many agreed, namely around 70%. The statement regarding the independence of students in learning reached 47% of all respondents. Based on the presentation of the books given from the school, 50% still feel confused about the appropriate learning method. Meanwhile, students who like printed books and electronic books have the same percentage, namely as much as 50%.

Based on a needs analysis regarding how much students need a digital module, it was found that (1) students also need a digital module, (2) Students like electronic modules with modules accompanied by practice questions and answer keys. Modules can help students learn independently and learn at their own pace[18]. The application of modules, students are expected to be able to learn independently[15]. the module is structured for independent learning which includes instructions for independent learning so that students can still learn without teacher assistance[14]. Use of e-modules can help improve process skills[19].

3.2 Analysis of students 'needs for ethno content module

To conduct a needs analysis of cultural content, a research instrument is needed. the instrument used in this study using a questionnaire. Several questions in this questionnaire are related I like reading things related to culture, I like like material content related tolife daily, I like material related to culture, and I like books / modules that have a lot of cultural content in the archipelago.

Tabel 2. Questionnaire recapitulation of students' needs for ethno content modules

No	Statement	Answer Agrees (%)	Answer disagrees (%)
1	I like reading things related to culture	93	7
2	I like like material content related tolife daily	67	33
3	I like material related to culture	93	7
4	I like books / modules that have a lot of cultural content in the archipelago	93	7

Analyze the needs of students for modules with cultural content (ethno) seen from four related statements with the book / cultural module problem. Students who like things related to culture are as much as 93%. Culture is also related to material related to everyday life. In this regard, 67% of respondents said they liked material content related to daily life. Then as many as 93% of all respondents like anything related to culture. The same number was also in the response of students who liked books / modules with lots of Indonesian cultural content, namely as much as 93%.

Based on the analysis of the needs of students in implementing modules with cultural content, it can be concluded that students really like modules with cultural content. Cultural content is very closely related to the lives of students, so it will be easy to understand the material presented. the spirit of nationalism can be increased through understanding of culture[12]. Through the introduction of culture can make students better understand the material because they are close to students[20].

3.3 Analysis of students 'needs for the use of polite language

Analysis related to the need for language politeness requires a research instrument. the instrument used was a questionnaire. Several questions in this questionnaire are related I like to use polite language every day, I always use Indonesian when discussing with friends, I am used to using Indonesian that is good, correct, and polite, and I dare to tell stories in front of the class in Indonesian that is good, correct, and polite

Tabel 3. Questionnaire recapitulation of students' needs for the use of polite language

No	Statement	Answer Agrees (%)	Answer Disagrees (%)
1	I like to use polite language every day	93	7
2	I always use Indonesian when discussing with friends	70	30
3	I am used to using Indonesian that is good, correct, and polite	50	50
4	I dare to tell stories in front of the class in Indonesian that is good, correct, and polite	63	37

Based on the analysis of the students' needs for the use of polite language with a total of 30 students as respondents obtained the following results. As many as 93% of the respondents stated that they enjoyed using polite language every day. For statements that refer to the use of Indonesian in discussions with friends, only 70% of the total respondents. Then for the habit of respondents who are accustomed to using Indonesian properly, correctly and politely as much as 50%. Meanwhile, the courage of students in telling stories in front of the class using Indonesian which is good, correct, and polite only reached 63%.

A needs analysis regarding the needs of students in using polite language can be concluded that (1) participants are very happy to use polite language in everyday life (2) students are not able to use polite language properly and correctly. politeness in language can help student communication[21]. politeness in language is important to be applied in the learning process in elementary schools[22].

3.4 Descriptions of the results of teacher interviews related to the need for ethno-digital module development based on politeness

The learning carried out at MI NU TBS Kudus combines the 2013 curriculum with KTSP. For the implementation of learning, each subject is carried out (not thematic), while in the assessment concept it takes from the 2013 curriculum procedure. This happens because at MI NU TBS Kudus there are many salafiyah lessons whose schedules have to adjust to other lesson schedules.

Learning Indonesian that stands alone makes it easy for teachers to find out the level of language proficiency of each student. Learning Indonesian will run better if it uses the right media, for example textbooks or modules. However, the textbooks used in MI NU TBS Kudus are only worksheets, while thematic books from the Ministry of Education and Culture are not used. The limitations of the Indonesian language module are an obstacle to more effective learning. This is due to the lack of supporting modules. So that in learning Indonesian, a special module for Indonesian language material is needed. With the use of modules students can learn independently. Modules are teaching materials arranged systematically and attractively which include material content, methods and evaluation that can be used independently to achieve the expected competencies[23].

On the other hand, the students' interest in using gadgets is used by teachers for online teaching. Many students are active when learning is carried out online. Students also dare to ask questions and even answer questions submitted by teachers and their friends. So it is necessary to develop IT products in making modules. The use of digital modules will develop students' abilities to learn independently. This view is also expressed that using teaching materials in the form of digital modules can increase student independence in learning[19]. However, the learning module has not been used because of the limited available modules Especially modules related to culture and teach deeper politeness. Increased characteristics of students in politeness. In fact, students at MI NU TBS Kudus act well, but in speaking, there are still many inaccurate word placements. So that the impact on a sense of politeness is not quite right.

Local culture can help teachers to instill character[20]. The results of the questionnaire also showed that as many as 81.82% of students stated that it was easy to understand concepts through ethno-edutainment-based learning. This is because ethno-edutainment-based learning uses the culture around students so that it makes learning more real. Learning that is real will help students to be more active and understand the material being taught[20]. The learning process using local excellence will be in accordance with the existing environment and experienced by students so that learning based on real events can create a meaningful learning process[24]. Students do not find it difficult to digest concepts associated with the real conditions around them.

Based on the results of interviews with grade IV teachers at MI NU TBS Kudus, it provides an illustration of the need for the development of special modules for Indonesian language learning that prioritize the use of IT. The politeness-based Ethno-Digital Development Module is expected to be an alternative to a more effective learning process. First, the use of ethnography / culture will make it easier for students to absorb material because it often involves students in life habits. The two digital modules will train students to study independently wherever and whenever they are. Third, politeness is an important thing that we develop because of the times that require students to have a sense of courtesy so as not to be eroded by bad behavior. Based on the analysis of these needs, the researcher developed an Ethno-Digital Module Based on Language Politeness.

4. Conclusion

Based on the results of the analysis of the needs of students and teachers, it is concluded that students need an ethno-digital module based on politeness. The results obtained were that students needed modules that could be used anytime and anywhere practically so that a digital module was needed to meet these needs. The limitations of the Indonesian language module are an obstacle to more effective learning. This is due to the lack of supporting modules. So that in learning Indonesian, a special module for Indonesian language material is needed. With the use of modules students can learn independently. Judging from the student's needs regarding the digital module Many students are active

when learning is carried out online. Students also dare to ask questions and even answer questions submitted by teachers and their friends. So it is necessary to develop IT products in making modules. The use of digital modules will develop students' abilities to learn independently. Judging from the needs of students regarding the cultural content module (ethno), they are very enthusiastic about learning it. Because with cultural content that is already attached to students, it will make it easier for students to understand the related material. Meanwhile, seen from the students' needs regarding the use of polite language, the results show that students want to use language politely. However, the realization of using Indonesian which is good, correct and polite is still a problem for students. Increased characteristics of students in politeness. In fact, students at MI NU TBS Kudus act well, but in speaking, there are still many inaccurate word placements. So that the impact on a sense of politeness is not quite right.

Based on the results of interviews with class teachers as well as Indonesian language subject teachers, it was found that MI NU TBS Kudus had no books or special companion modules used in learning. However, learning only uses LKS. In addition, the use of electronic modules has not been implemented properly. This is constrained by the missing electronic module to support Indonesian language learning. Then for the use of the Ethno-Digital Module with politeness, it has never existed as a companion for learning Indonesian.

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