



# The Analysis of Learning Needs of 5<sup>th</sup> Grade Elementary School Students for Indonesian Language Learning E-modules

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## Abstract

This study explores the educational requirements of fifth-grade elementary school students in order to develop efficient e-modules for Indonesian language instruction. Employing a descriptive qualitative methodology, the study uncovers students' inclinations towards engaging, multimedia-enhanced materials while also addressing difficulties like grasping intricate sentence structures and situating language within context. Insights from educators highlight shortcomings in existing teaching resources and emphasize the necessity for ongoing professional growth in the incorporation of technology within the educational framework. The results highlight the necessity of synchronizing e-module design with modern educational theories, promoting teamwork among educators, curriculum developers, and policymakers. This study offers practical recommendations aimed at enhancing student engagement, improving learning outcomes, and promoting independent learning within the context of Indonesian language education.

**Keywords:** Indonesian language learning, e-modules, 5th-grade students, interactive learning, multimedia content, student engagement, qualitative research.

## INTRODUCTION

In contemporary education, especially in Indonesia, the creation of efficient e-modules for students in elementary schools has become increasingly necessary. As educational methodologies progress, the necessity for outstanding learning materials that address varied student requirements grows. Conventional pedagogical approaches frequently do not engage learners adequately or address diverse learning preferences. Conversely, e-modules offer an interactive and adaptable platform that can improve student engagement and promote a deeper understanding of the Indonesian language, a subject crucial for academic achievement (Holisoh et al, 2023).

Currently, Indonesian language learning tools exhibit various inadequacies that e-modules can alternative. These new tools not only provide content but also promote autonomous learning and critical

thinking in learners. In view of the educational alterations brought about by the pandemic, e-modules have become important for enabling distance learning. They enable students to access information at their convenience, boosting self-directed study and lowering their need on educators for direction (Sidiq & Suhendro, 2021). This independence is especially essential in settings when traditional classroom learning is not always viable.

Despite their advantages, the proper use of e-modules meets various problems. Existing traditional learning materials are generally obsolete, lack interactive features, and fail to engage students, resulting in low motivation and poor academic achievements (Fonda & Sumargiyani, 2018). Teachers, too, struggle to discover resources that match with the curriculum while also being entertaining and suitable for young learners. Additionally, many instructors lack awareness of the benefits of e-modules or

the training necessary to integrate these technologies into their teaching practices effectively (Ismaniati & Iskhamdhanah, 2023; Delita et al, 2022; Wahyuningsih, 2022)

The technical gap in schools' further substances the situation. While some institutions possess the needed infrastructure, there is sometimes a mismatch between these technical capabilities and their actual use in classrooms (Guri-Rosenblit & Gros, 2011). This gap underlines the essential need for well-designed e-modules that address various learning preferences and improve educational outcomes.

Understanding the need of building good e-modules becomes essential for educators, and other stakeholders in education. Integrating technology into teaching techniques not only corresponds with worldwide trends but also solves the unique issues faced by Indonesian students. By investing in high-quality e-modules, stakeholders may provide students with interesting and relevant educational experiences that better prepare them for future academic and professional pursuits (Pebriantika, 2019; Kusumawati, 2024; Rochmiyat et al, 2022)

Educators, in particular, must be educated about technological innovations and approaches that can enhance their teaching practices. E-modules represent an excellent opportunity to innovate within classrooms and satisfy the ever-changing demands of students. Research reveals their potential to raise student engagement and improve learning outcomes, making it essential for teachers to adopt and properly utilize these tools (Delita et al, 2022; Firdaus & Pahlevi, 2022)

The primary purpose of this study is to identify and analyze the individual learning needs of 5th-grade students for Indonesian language e-modules. By analyzing these demands, the research attempts to ensure that the e-modules generated are relevant, interesting, and successful in boosting students' comprehension and language skills. This requires analyzing numerous variables, including students' learning

preferences, obstacles, and the alignment of e-modules with the curriculum.

Additionally, the study tries to provide practical recommendations for creating effective e-modules based on the insights obtained. These ideas will focus on providing dynamic, user-friendly, and pedagogically sound materials that cater to varied learning styles and encourage better academic achievements.

This study contains substantial relevance for educators, curriculum makers, and students. Educators will benefit from having access to well-designed e-modules that enhance their teaching skills, making lessons more interesting and effective. Curriculum makers can use the data to link e-module material with educational goals and student requirements, ensuring that these tools facilitate holistic learning. Most importantly, students will gain from using e-modules that are interactive, accessible, and inspiring, which can lead to higher academic achievement and greater interest in the Indonesian language..

## METHOD

This study utilizes a descriptive qualitative research style, a technique well-suited for analysing the learning requirements of 5th-grade students and their teachers. The approach offers the collection of extensive, detailed data, enabling researchers to comprehend the complexity of educational experiences (Creswell (2018)). The descriptive component of the research offers a structured overview of the current educational situation, detailing specific issues and needs linked to Indonesian language acquisition.

The questionnaires, consist of 10 questions with Likert scale, are administered to both 25 students and teachers to acquire quantitative insights into their experiences with existing learning resources. In addition to this, interviews with curriculum specialists give qualitative depth, delivering professional viewpoints on the effectiveness of present curricula and suggestions for improvement. Classroom observations expand the dataset by capturing real-time teaching techniques and

interactions, while an examination of current teaching materials helps uncover gaps in content and delivery.

To examine the qualitative data, thematic analysis is utilized, allowing researchers to identify recurring patterns and themes coming from interviews, observations, and open-ended questionnaire responses. This method gives a deep understanding of the educational context and reflects light on crucial areas for the development of e-modules aimed to boost Indonesian language learning. Fraenkel & Wallen (2019) underline the usefulness of thematic analysis to provide insights that inform practical solutions to educational difficulties.

## FINDING AND DISCUSSION

### Findings

The research found substantial insights into the preferences of 5th-grade children regarding learning materials, demonstrating a strong preference for interactive content and multimedia aspects. Students highlighted the importance of engaging and dynamic materials that enable immersive learning experiences, coinciding with contemporary educational theories emphasizing active learning environments. The outcome of the questionnaire demonstrates the students' feeling about learning Indonesian is more fascinating if you use digital media such as e-modules with an average score of 3.28. In addition, the pupils also need an e-module that can be accessed at any time to learn Indonesian independently.

The study also identified distinct obstacles pupils have in learning the Indonesian language curriculum. Many students noted challenges with complicated sentence patterns and idiomatic expressions, issues generally inadequately handled by traditional instructional tools. The conclusion of the questionnaire also indicated that the students can understand the Indonesian material more easily with the use of e-modules that feature pictures, videos, or animations with an average score of 3.40. Also, an e-module is supposed to help the students perform assignments or

practice Indonesian questions more successfully with an average score of 3.28.

The data are also confirmed by the teacher comments that linguistic distinctions between Bahasa Indonesia and other languages can create comprehension hurdles, particularly with unfamiliar grammatical constructions. Furthermore, students indicated difficulty in contextualizing language use in real-life circumstances, a key part of efficient language acquisition. These findings underline the importance for e-modules to provide contextualized examples and practice opportunities that bridge theoretical knowledge with practical application.

### Discussion

The study results reveal that 5th grade students in elementary schools in general have a considerable need for e-modules as an Indonesian learning medium. This can be observed by the average score which is totally above the medium score (3), demonstrating a positive attitude towards the use of e-modules. The question with the highest score was Question 5 (3.56), which revealed that students highly valued e-modules that were related to the curriculum. This might be understood that students feel that e-modules that are arranged according to academic needs will help them in preparing for exams and understanding the subject better.

Sukma et al. (2023) point out that teachers often face challenges due to inadequate resources and limited training in leveraging technology effectively. This aligns with broader research indicating a need for ongoing professional development to support educators in adapting to new curricula and instructional methods (Sukmayadi & Yahya, 2020). These findings suggest a collaborative effort among teachers, curriculum developers, and policymakers is essential to create relevant and effective materials for both teaching and learning.

Question 2 and Question 3 each received the same average score (3.40), showing that interactive features such as

graphics, videos, and animations, as well as the flexibility of self-study are essential components that students demand. This need is in accordance with the development of educational technology, where adaptable and attractive digital media has been proved to be able to improve students' interest in learning. This finding emphasizes the need for educational stakeholders to prioritize interactive features in e-module development.

The findings align with modern educational theories emphasizing student-centered approaches. Constructivist theories suggest that meaningful interaction with content fosters active engagement, leading to better knowledge retention (Piaget, 1973). Students' preference for interactive e-modules reflects this framework, indicating a shift towards engaging pedagogical strategies. Challenges with complex grammatical structures resonate with Vygotsky's (1978) Zone of Proximal Development, which emphasizes instructional support to help learners bridge gaps between their current abilities and new knowledge.

The scores for Question 1 and Question 4 are both at 3.28. This suggests that although students find the usage of e-modules to make Indonesian learning more engaging, the usefulness of e-modules to assist complete assignments or practice questions is not currently the most prevalent element. This could be because students are not habituated to or have sufficient access to e-modules that assist direct mastery of the material.

To address these challenges and preferences, e-modules must integrate interactivity and contextual learning. Effective e-modules should go beyond presenting information by incorporating elements like quizzes, simulations, and collaborative activities that foster peer interaction (Mayer & Moreno, 2003). Scaffolding techniques can further support students in navigating complex language structures, enhancing comprehension and proficiency. This approach is consistent with Krashen's Input Hypothesis (1982), which stresses providing learners with

comprehensible input slightly beyond their current level.

Additionally, designing e-modules with students' cognitive, social, and technological needs in mind is critical. Today's students, as digital natives, expect seamless integration of technology into learning experiences (Prensky, 2001). Therefore, resources should be user-friendly and accessible across various devices. Recognizing the social aspect of learning can further enhance collaboration through digital platforms that enable group activities and language tasks (Johnson & Johnson, 2013). Addressing these multifaceted needs can create e-modules that improve language acquisition and foster a supportive, collaborative learning community.

## CONCLUSION

This study underscores the important necessity for designing effective e-modules matched to the learning objectives of 5th-grade children in Indonesian language education. The findings reveal that students gain greatly from interactive and multimedia-rich content, which enhances engagement, supports diverse learning methods, and fosters deeper understanding. Addressing barriers such as difficulty with sophisticated grammatical structures and the lack of contextualized language use necessitates new instructional designs that integrate interactive features and real-world applications. These improvements correlate with modern educational ideas, stressing active and student-centred learning approaches, making them vital for designing encouraging e-modules.

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