

## Development of Integrated Social Studies E-Modules with Balinese Local Cultural Context to Improve Learning Independence and Student Motivation in Senior High Schools

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### ARTICLE INFO

*Keywords: Development, Social Studies Module, Local Bali Culture, Independent learning, Student motivation*

*Received : 5 January*

*Revised : 23 February*

*Accepted: 23 March*

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### ABSTRACT

This study aims to develop and evaluate the feasibility of a Social Studies (IPS) e-module integrated with Balinese local culture in enhancing the learning autonomy and motivation of 10th-grade students at Santo Yoseph Catholic High School in Denpasar. The study employed the Research and Development (R&D) method using the Four-D (4D) model, which includes the define, design, develop, and disseminate stages. The research subjects included two Economics teachers, one 10th-grade class (X-9) consisting of 38 students, and expert validators comprising subject matter experts, language experts, media experts, and Balinese cultural experts. Data were collected through literature review, observation, and questionnaires, then analyzed using descriptive qualitative and quantitative methods. Effectiveness testing was conducted using MANOVA. The results indicate that the developed e-module meets validity and practicality criteria and has a significant impact on enhancing students' independence and learning motivation. Thus, this e-module is suitable for use as contextual digital instructional material to support Economics learning at the high school level

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## **INTRODUCTION**

Learning autonomy is an individual's ability to manage their own learning process independently, characterized by self-control, the ability to set goals, choose learning strategies, and evaluate learning outcomes with minimal reliance on others (Mirlanda et al., 2019; Diana et al., 2020). This concept aligns with the philosophy of the Merdeka Curriculum, which places learning autonomy at the core of education. The Merdeka Curriculum provides students with the freedom to learn according to their individual needs, interests, and learning styles (BSKAP, 2025). Thus, students are expected to become active participants in the learning process, rather than mere recipients of information.

Learning autonomy can be observed through several indicators, such as autonomy, self-confidence, discipline, responsibility, initiative, and self-control (Diana et al., 2020). Students with high learning autonomy tend to be able to manage their time, make wise academic decisions, and take responsibility for their learning processes and outcomes (Musbikin, 2021). However, learning autonomy cannot develop optimally without being supported by strong learning motivation.

Learning motivation is a psychological factor that serves as a driver, guide, and reinforcer of student engagement in learning activities (Djaali, 2021). Azeti et al. (2019) explain that learning motivation is a non-intellectual force that stimulates students' enthusiasm, interest, and passion for learning. Learning motivation is reflected in students' active participation in learning, persistence in completing assignments, and focus on achieving learning goals (Marjaya et al., 2021). Baladanet al. (2021) state that indicators of learning motivation include the drive to learn, hope for the future, appreciation for learning, active involvement, and a supportive learning environment. Conversely, students with low motivation tend to be passive, easily bored, and avoid learning activities, which ultimately hinders the achievement of learning goals (Suarsini et al., 2020).

The problem of low independence and learning motivation remains a challenge in education in Indonesia. Teacher-centered learning patterns, particularly during the COVID-19 pandemic, have led students to become increasingly dependent on teachers as the primary source of information, thus limiting their opportunities to develop independent learning (Kristin et al., 2022). Research by Akmal et al. (2022) shows that in online learning, only a small proportion of students demonstrate a high level of learning independence, while the majority remain dependent on teachers or parents. Furthermore, the lack of innovation in learning methods and media contributes to low student engagement.

This problem was also found at Santo Yoseph Catholic Senior High School in Denpasar, particularly in the 10th grade Economics subject. Pre-test data showed that most students had not yet achieved the minimum competency standards. These results can be seen in the following figure.

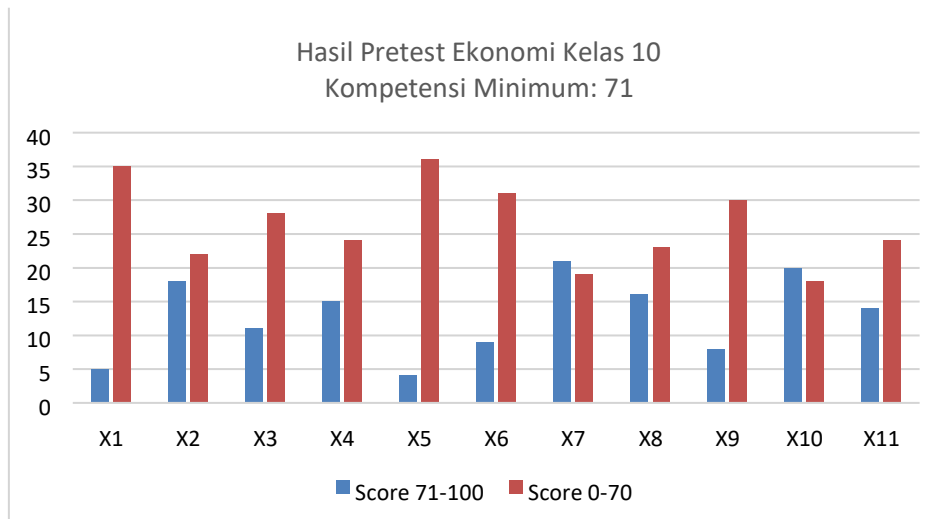


Figure 1. Results of the Class X Economics Pretest

Based on Figure 1, of the eleven classes that took the pretest, only two classes had a higher number of students scoring above the minimum competency than those scoring below the standard, namely classes X7 and X10. The other nine classes showed the opposite. This indicates that most students are not yet ready to engage optimally in learning, indicating low motivation and learning independence.

These findings are reinforced by observations during the learning process. Students' low levels of learning independence were evident from their passive attitudes, lack of initiative in answering questions, and minimal preparation before learning. When given assignments, some students preferred talking with friends or copying their peers' work rather than attempting to complete the assignments independently. This situation indicates that independent learning habits have not yet developed optimally.

In addition to internal student factors, the learning approach used also influences low motivation and learning independence. Economics learning is still dominated by conventional methods, with the use of printed modules as the primary learning resource. Printed modules, which are linear, static, and text-dominated, provide little space for student interaction, exploration, and self-evaluation (Kosasih, 2020). The limitations of printed modules in presenting multimedia elements and direct feedback cause learning to be passive and less interesting (Herawati & Muhtadi, 2020).

On the other hand, the characteristics of students as a digital generation demonstrates great potential for utilizing learning technology. Most students are accustomed to using digital devices such as smartphones and laptops to access information. However, this potential has not been optimally utilized in Economics learning, resulting in a gap between students' visual, interactive, and fast-paced learning styles and the traditional learning methods used (Nurkholis, 2013; Ramadayanti, 2020). This mismatch has the potential to reduce student engagement and hinder the development of independence and learning motivation.

To address this issue, innovative teaching materials are needed that adapt to the needs of 21st-century learning. One relevant alternative is the development of interactive multimedia-based e-modules. E-modules are digital teaching materials that integrate text, images, audio, video, animation, and interactive exercises that can be accessed through various digital devices (Ministry of Education and Culture, 2017; Wati et al., 2021). The flexibility of e-modules allows students to learn at their own pace and time, thereby fostering independent learning (Fitriwanti et al., 2023; Putra & Rahmi, 2023). Furthermore, interactive elements in e-modules can increase students' cognitive engagement and learning motivation (Asri & Andaryani, 2024).

The development of e-modules will be more meaningful when integrated with the local Balinese cultural context. Social studies learning is closely linked to the social and cultural realities of society (Taksu & Wesnawa, 2019). Integrating Balinese local wisdom values, such as *Tri Hita Karana* and *Menyama Braya*, into economics learning can help students understand economic concepts through real-world practices in their environment (Wesnawa & Sudirtha, 2017; Yasa et al., 2022). This approach aligns with constructivism theory and the principles of the Independent Curriculum, which emphasize contextual and meaningful learning.

For e-modules to function optimally, a learning model is needed that supports the development of independence and learning motivation. The project-based guided inquiry model is considered relevant because it combines the discovery process with contextual project activities. This model encourages students to actively explore local economic issues, construct knowledge independently, and reflect on cultural values in their learning (Mulyasari & Sholikhah, 2021).

Based on this description, the development of a Balinese local culture-based e-module on Economics Social Studies using a project-based, guided inquiry model is expected to continuously enhance student independence and motivation to learn, and align with the Independent Curriculum paradigm, which emphasizes adaptive, contextual, and student-centered learning.

## **LITERATURE REVIEW**

Research focusing on the integration of technology and local wisdom continues to develop as a solution to create contextual and adaptive learning. The main focus of research in the past three years has shown a strong trend towards improving literacy, motivation, and learning outcomes through digital media. The development of e-modules represents this transformation in learning. Yuliani et al. (2025) found, through their research, that a social studies e-module featuring Balinese folk tales was deemed appropriate and effective in improving the learning outcomes of sixth-grade elementary school students. This e-module was deemed practical to use and integrated cognitive material with the values of the Pancasila Student Profile within a local cultural context.

Rahmawati et al. (2025) emphasized, through their systematic literature review, that the transformation of learning media from print to interactive digital media is crucial for the digital native generation. The study found that the

implementation of interactive e-modules has proven to have a positive and significant impact on student motivation. This is clearly evident in the increased active participation and desire to learn of students compared to conventional, static modules. High motivation triggers optimal student learning independence. The existence of interactive e-modules is considered capable of facilitating independent learning because their structure provides students with flexible and in-depth access to learning resources without complete dependence on educators. Rahmawati et al. (2025) emphasized that interactive e-modules can significantly increase motivation through active student participation, a research finding that ultimately reinforces the urgency of developing local culture-based social studies e-modules to address student passivity in economics learning in the digital age.

In line with the adoption of technology in education, Hartati and Rusmawan (2024) found that local wisdom-based social studies e-modules, such as *Uma Lengge*, not only achieved a high technical score (3.30), but also played an effective role in significantly improving student learning outcomes by 59%. This allows material that is close to local cultural realities to simplify social studies concepts that are difficult for students to grasp and accept. Concepts that were initially abstract can become more realistic and understandable. Some of the findings of this research serve as an evaluation of the creation of the IPS e-module.

## METHODOLOGY

This study employed a Research and Development (R&D) approach with the Four-D (4D) model, encompassing the define, design, develop, and disseminate stages. The 4D model was chosen because of its systematic approach to developing teaching materials, from needs analysis, design, development, and dissemination of learning products (Sitoyo & Sodik, 2015; Budiyo, 2017). The development focused on an Economics Social Studies e-module integrated with the local Balinese cultural context to support contextual and meaningful learning (Kosasih, 2020; Ministry of Education and Culture, 2017).

The study subjects consisted of two Economics teachers and 38 10th-grade students at Santo Yoseph Catholic High School in Denpasar, who participated in a limited trial. Product validation was conducted by experts in Balinese material, language, media, and local culture to ensure the appropriateness of the content, language, media presentation, and integration of local cultural values within the e-module (Herawati & Muhtadi, 2020; Taksu & Wesnawa, 2019; Darmawan et al., 2022). A limited trial was conducted to obtain an initial overview of the product's feasibility and likelihood of effectiveness before wider implementation.

Data collection was conducted through observation and questionnaires. The research instruments included an expert validation sheet, a teacher practicality questionnaire, and a questionnaire assessing student learning independence and motivation, compiled using a Likert scale (Herlina, 2019; Djaali, 2021). Learning independence and motivation were chosen as variables because they play a crucial role in the success of social studies learning and

student character development (Musbikin, 2021; Diana et al., 2020; Akmal et al., 2022).

Data were analyzed using qualitative and quantitative descriptive analysis to determine the validity and practicality of the e-module. To observe the trend of differences in student independence and learning motivation scores after using the e-module, a limited MANOVA analysis was used. Given the relatively small sample size, the results of the inferential analysis were interpreted descriptively and are not intended for broad generalization, but rather as an initial indication of the effectiveness of the developed product (Herlina, 2019; Budiyo, 2017).

## RESULTS

The development process for an integrated social studies e-module, incorporating the local Balinese cultural context into socioeconomic studies learning, applied the 4D model, which includes Defining, Designing, Developing, and Disseminating, as developed by Thiagarajan and cited in Supriatna et al. (2022). The results of this study are as follows.

Table 1. Summary of E-Module Validity Results

Validation Aspects	Average Value / KVG	Category
Material (Gregory)	0,96	Very Valid
Language	97,1	Very Valid
Media	100,0	Very Valid
<u>Balinese Local Culture</u>	<u>97,5</u>	<u>Very Valid</u>

Validation results indicate that the developed Social Studies Economics e-module is highly valid in all assessed aspects, including material, language, media, and integration of Balinese local culture. The validity of the material, analyzed using the Gregory coefficient, was 0.96, indicating a very high level of alignment between the e-module content and learning competencies. The language aspect received an average score of 97.1, while the media aspect received a score of 100.0, indicating that the e-module met the language standards and the suitability of digital learning media.

The integration of Balinese local culture received an average score of 97.5, indicating that Balinese cultural elements have been consistently and relevantly integrated into the Social Studies Economics material. Overall, these validation results indicate that the e-module is suitable for use as a teaching material from an academic, technical, and contextual perspective.

Table 2. Teacher Practicality Test Results

Aspect	Average Score	Category
Presentation of material	100,0	Very Practical
Time Allocation	100,0	Very Practical
Ease of use	100,0	Very Practical
Utility	100,0	Very Practical

Total	100,0	Very Practical
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The results of the practicality test indicate that the Social Studies Economics e-module is categorized as very practical, with an average score of 100.0. The practicality assessment covers aspects of material presentation, appropriate time allocation, ease of use, and usability in learning. A maximum score across all aspects indicates that the e-module is easy for teachers to operate and appropriate for classroom learning.

These findings indicate that the e-module can be used directly without requiring significant technical adjustments. High practicality indicates that the e-module supports effective learning implementation in both face-to-face and digital-based learning contexts.

Table 3. Summary of Effectiveness Test Results

<b>Dependent Variable</b>	<b>Sig.</b>	<b>R<sup>2</sup></b>	<b>R<sup>2</sup></b>	<b>Customized Effect Category</b>
Learning Independence	0,000	0,753	0,750	great
Motivation to learn	0,000	0,659	0,655	Medium-Large

The statistical analysis results indicate that the use of the Social Studies Economics e-module integrated with the local Balinese cultural context is significantly related to student learning independence and motivation. For the learning independence variable, a significance value of 0.000 ( $p < 0.05$ ) was obtained, with an  $R^2$  of 0.753 and an adjusted  $R^2$  of 0.750, indicating that variations in student learning independence can be largely explained by the context of e-module use.

For the learning motivation variable, a significance value of 0.000 ( $p < 0.05$ ) was obtained, with an  $R^2$  of 0.659 and an adjusted  $R^2$  of 0.655. These results indicate that the use of the e-module contributes substantially to variations in student learning motivation, although other factors beyond the research variables may also influence this.

Table 4. Summary of Multivariate Analysis (MANOVA)

Statistical Test Pillai's Trace	<u>Sig.</u>
	0,000
Wilks' Lambda	0,000
Hotelling's Trace	0,000
<u>Roy's Largest Root</u>	<u>0,000</u>

The results of a multivariate MANOVA test showed that the use of e-modules was significantly simultaneously associated with student independence and learning motivation. All test statistics used – Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root – showed a significance value of 0.000 ( $p < 0.05$ ).

These findings indicate that the use of the Economics Social Studies e-module integrated with the local Balinese cultural context is associated with a simultaneous increase in independence and learning motivation. Thus, the e-

module demonstrates potential as a digital teaching material that supports the development of students' affective and self-regulatory aspects in Economics Social Studies learning.

## **DISCUSSION**

### ***Validity of the Integrated Social Studies E-Module in the Context of Balinese Local Culture***

The developed Social Studies-Economics e-module underwent a series of validation tests by Balinese material, language, media, and cultural experts to ensure its suitability and consistency as a teaching material. The material validation results demonstrated a very high Gregory validity coefficient (GCV = 0.96), indicating that the e-module content met the requirements of feasibility, conceptual accuracy, terminology accuracy, and appropriateness of learning evaluation. This high level of validity indicates that the integration of economics material with the Balinese cultural context was carried out appropriately without causing conceptual errors, thus supporting comprehensive student understanding. In terms of language, the e-module achieved a very high level of validity (average score of 97.1), indicating that the language used aligns with linguistic rules, student developmental levels, and the principles of readability of the teaching material. Media validity also achieved maximum results (average score of 100.0), indicating that the visual design, layout, and ease of use of the e-module support effective and user-friendly learning. Meanwhile, the Balinese cultural validation yielded an average score of 97.5, indicating that local cultural elements have been consistently and relevantly integrated into the Social Studies-Economics material. Overall, these findings indicate that the e-module is not only technically feasible but also pedagogically and contextually robust, thus potentially supporting meaningful and student-centered Social Studies-Economics learning.

### ***Practicality of a Social Studies E-Module Integrated with the Balinese Local Cultural Context***

A practical evaluation of the Social Studies-Economics e-module, which incorporates the Balinese local cultural context, was conducted to assess its user-friendliness and acceptability in the learning process. The practicality test data consisted of quantitative data from a practicality questionnaire and qualitative data from feedback from practitioners. The practicality test was conducted with two Economics teachers at Santo Yoseph Catholic High School in Denpasar, who are users of the product. Based on the practicality test analysis, the average practicality score for the e-module was 100.0, which qualifies as highly practical. These results indicate that the developed Social Studies-Economics e-module, integrated with the Balinese local cultural context, is highly practical and suitable for use in the field. The practicality of the e-module was assessed based on four main aspects: content presentation, appropriate time allocation, ease of use, and usability. Based on the presentation aspect, the e-module received a high practicality score. This indicates that the material used and presented in the e-module is systematically organized and structured, facilitating understanding and aligning with students' needs. This finding aligns with research by Zidatunnur (2021), who stated that the practicality of teaching materials can be

seen from the ease with which students can understand the content presented. Regarding the appropriateness of time allocation, the e-module also received a very practical rating. This indicates that the time allocated to complete each learning activity in the e-module aligns with the available learning time allocation, allowing all activities to be carried out optimally. This finding aligns with Suniah's (2019) opinion, which states that the practicality of teaching materials is seen from the efficient use of time according to the lesson plan. In terms of ease of use, the Socioeconomic Sciences e-module was deemed very practical because it was easy to access and operate.

The clear navigation structure and user-friendly interface make it easy for teachers and students to use the e-module during the learning process.

#### ***The Effectiveness of Social Studies E-Modules Integrated with Balinese Local Cultural Context in Improving Student Learning Independence***

The results of this study indicate that social studies e-modules integrated with Balinese local cultural contexts significantly influenced student learning independence ( $p < 0.05$ ), thus accepting the alternative hypothesis. The Adjusted  $R^2$  value of 75.0% indicates that the e-modules significantly contributed to improving the learning independence of tenth-grade students at Santo Yoseph Catholic High School in Denpasar, while the remaining 25.0% was influenced by factors outside the study variables. The e-modules' contribution is related to their interactive nature and design to encourage independent learning. However, learning independence is influenced not only by the learning media but also by internal student factors such as intrinsic motivation, discipline, and time management, as well as external factors such as family support, the learning environment, and the teacher's teaching style.

These research findings align with Savira (2019), who stated that the use of e-modules can improve student learning independence because they provide students with the opportunity to learn at their own pace and ability. Furthermore, research by Zidatunnur (2021) also found that well-designed digital teaching materials can encourage students to be more active and independent in the learning process. The similarity in these research findings is due to the similar characteristics of learning media that emphasize independent learning activities, clear presentation of material, and self-evaluation for students. The success of social studies e-modules integrated with the local Balinese cultural context in enhancing student learning independence is also influenced by the contextual learning approach used. Economics materials integrated with local Balinese culture, for example the Tri Hita Karana concept, help students understand and comprehend the material through real-life examples. This approach encourages and encourages students to be more active in seeking additional information, connecting new concepts to personal experiences, and taking responsibility for their own learning process.

#### ***Effectiveness of Social Studies E-Modules Integrated with the Local Balinese Cultural Context in Increasing Student Learning Motivation***

The results of this study on the effectiveness of social studies e-modules integrated with the local Balinese cultural context on student learning motivation showed a significance value of  $0.000 < 0.05$ . Therefore,  $H_0$  was rejected and  $H_2$

was accepted. It can be concluded that the social studies e-module integrated with the local Balinese cultural context is effective in increasing motivation to learn economics among tenth-grade students at Santo Yoseph Catholic High School in Denpasar. Statistical analysis also showed an R-squared value of 65.9% for learning motivation. After corrections were made using SPSS, the adjusted R-squared value was 65.5%. This indicates that the social studies e-module integrated with the local Balinese cultural context contributed 65.5% to increasing student learning motivation, while the remaining 34.5% was influenced by factors external to the e-module. Learning motivation is a multidimensional construct influenced by the interaction of internal factors (interest, goals, self-confidence, mental readiness) and external factors (learning media, family support, social environment, and teacher strategies and reinforcement). Therefore, the effectiveness of the e-module needs to be understood as part of a broader learning ecosystem.

This research finding aligns with Savira (2019), who stated that the use of e-modules in learning can increase student motivation because it provides a more flexible, independent, and engaging learning experience. Furthermore, research by Zidatunnur (2021) also found that systematically and contextually structured digital teaching materials can increase student motivation by making the material easier to understand and increasing student engagement in learning. The success of the integrated Balinese social studies e-module in increasing student motivation is also influenced by its non-monotonous learning design.

***The Effectiveness of Social Studies E-Modules Integrated with the Balinese Local Cultural Context in Improving Student Learning Independence and Motivation***

The results of this study on the effectiveness of social studies e-modules integrated with the Balinese local cultural context on students' learning independence and motivation indicate that all multivariate statistical tests used, namely Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, had a significance value of  $0.000 < 0.05$ . Therefore,  $H_0$  is rejected and  $H_3$  is accepted. Therefore, it can be concluded that social studies e-modules integrated with the Balinese local cultural context are effective in improving learning independence and motivation in economics for 10th-grade students at Santo Yoseph Catholic High School in Denpasar. The effectiveness of social studies e-modules integrated with the Balinese local cultural context in simultaneously improving learning independence and motivation indicates that the use of contextually designed digital learning media improves the affective aspects of students' learning motivation and learning independence. The integration of Balinese cultural values and context into the Social Studies-Economics e-module makes learning more meaningful and contextual, thus increasing student motivation and learning independence. Although these achievements are still influenced by the interaction of internal and external factors beyond the use of the e-module.

Research conducted by Pratiwi (2020) aligns with the findings of this study, stating that the use of contextual-based e-modules can enhance and foster student learning independence because they provide flexibility and opportunities for independent learning, such as the ability to adjust time and materials based on their needs. Furthermore, another study conducted by

Wulandari (2021) also found similar results, stating that digital learning materials integrated with the local context significantly increase student motivation and learning independence, as learning becomes more meaningful and relevant to their daily lives. The integration of local Balinese culture into the e-module strengthens the culturally responsive digital learning approach, which is recognized in the international literature as effective in increasing student engagement and self-regulation (Gay, 2018; Schunk & Zimmerman).

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that the Economics Social Studies e-module, integrated with the local Balinese cultural context, is suitable for use as a digital teaching material in social studies. The integration of local cultural elements into the e-module supports contextual and meaningful learning, thus not only facilitating material understanding but also encouraging active student engagement in the learning process.

The use of the e-module positively contributes to the development of student independence and learning motivation. The implications of this study for teachers are that the e-module, integrated with local culture, can be utilized as an alternative, innovative teaching material to improve the quality of social studies learning. For curriculum developers, these findings emphasize the importance of developing digital teaching materials that are contextual and aligned with the cultural characteristics of students. Future research is recommended to test the application of similar e-modules in different contexts, levels, and learning variables.

## **FURTHER STUDY**

This research still has limitations, so it is necessary to conduct further research related to the topic of Development of Integrated Social Studies E-Modules with Balinese Local Cultural Context to Improve Learning Independence and Student Motivation in Senior High Schools in order to perfect this research and increase insight for readers.

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