

E-MODULE DEVELOPMENT OF
WRITING THE SYAIR PERANG
MENTENG VERSE-BASED
DRAMA SCRIPT USING FLIP
HTML 5 (PENGEMBANGAN E-
MODUL MENULIS NASKAH
DRAMA BERBASIS SYAIR
PERANG MENTENG

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MENGGUNAKAN FLIP HTML 5)



E-Module Development Of Writing The *Syair Perang Menteng* Verse-Based Drama Script Using Flip Html 5

Pengembangan *E-Modul* Menulis Naskah Drama Berbasis *Syair Perang Menteng* Menggunakan *Flip Html 5*

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Abstract: This research is motivated by the unavailability of teaching materials for writing drama scripts that satisfy the instructional needs of the Palembang Malay Traditional Theater Course. Therefore, development research was conducted to obtain the teaching materials. The procedure starts from needs analysis, expert validation, small group evaluation, and field test. The data of the study were collected using questionnaires, interviews, assessment sheets, and tests. The study show that: (1) all students and lecturers needed an e-module to write a drama script based on the *Menteng War Verse* using *Flip html 5*; (2) the e-module design can be categorized as valid based on the material score of 34 (75.55%), language score of 41 (74.54%), and the graphic score of 32 (71.11%); (3) this e-module teaching material can be categorized as practical on the basis of the score obtained, i.e. 11 (73.33%); (4) The e-module teaching material can be categorized as very effective based on the average score increase (45.89). Thus, the e-module can be used as teaching materials to write a drama script of the *Menteng War Verse*.

Keywords: Development, writing drama script, *Menteng War verse*, *Flip html 5*

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Abstrak: Penelitian ini dilatarbelakangi oleh belum tersedianya bahan ajar menulis naskah drama yang sesuai dengan kebutuhan Mata Kuliah Teater Tradisional Melayu Palembang. Oleh sebab itu, dilakukan penelitian pengembangan untuk memperoleh bahan ajar tersebut. Prosedur penelitian dimulai dari analisis kebutuhan, validasi ahli, *small group evaluation*, dan *field test*. Untuk memperoleh data yang diperlukan digunakan teknik angket berskala Likert, wawancara, lembar penilaian, dan tes. Hasil penelitian ini adalah: (1) semua mahasiswa dan dosen membutuhkan *e-modul* menulis naskah drama berbasis *Syair Perang Menteng* menggunakan *Flip html 5*; (2) *e-modul* menulis naskah drama dapat

dikategorikan valid berdasarkan skor materi sebesar 34 (75,55%) dari skor total maksimal 45; skor bahasa sebesar 41 (74,54%) dari skor maksimal 55; skor kegrafikaan sebesar 32 (71,11%) dari skor maksimal 45; (3) bahan ajar *e-modul* ini dapat dikategorikan praktis atas dasar skor yang diperoleh yaitu 11 (73,33%) dari skor maksimal 15; (4) *e-modul* menulis naskah drama dinilai sangat efektif berdasarkan kenaikan rerata skor (45,89) yaitu dari rerata skor tes awal 41,43 ke rerata skor tes akhir 87,32. *E-modul* hasil pengembangan ini dapat digunakan sebagai bahan ajar untuk meningkatkan kualitas proses dan hasil pembelajaran menulis naskah drama Syair Perang Menteng.

Kata kunci: Pengembangan, menulis naskah drama, Syair Perang Menteng, *Flip html 5*

1. Introduction

The influence of the increasingly rapid development of information technology in the current era of globalization on the world of education cannot be avoided anymore. Technological development can be used to support practices in education, such as in the learning process (Tanjung, 2020; Prayudi et al., 2021; Padullo et al., 2021; Aksentijević et al., 2021; Ramadhan et al., 2022). The use of technology in the learning process allows students to access the information they need to improve their knowledge and learning activities. One component related to technological developments in education is teaching materials (Napoles et al., 2022; Hsieh & Huang, 2020; Sari & Ahmad, 2021; Oronce & Manalo, 2021; Grose et al., 2022). One of the most needed teaching materials is e-module.

Several previous studies related to e-module applications have been carried out. One of them was e-module development research using flip applications (Ajoke, 2017; Sari & Subyantoro, 2018; Salleh et al., 2019; Frimpong, 2021; Agustina & Efendi, 2021; Nurbaiti et al., 2021; Himawan & Suyata, 2022). However, none of these studies developed an e-module using Flip html 5, especially one for writing drama scripts based on the Menteng War Verse (MWV).

One of the skills the students must master in the Course of Palembang Malay Traditional Theater is to write a drama script based on MWV. It was written in 1819 by R. M. Rasip (Rahman et al., 2009), the personal secretary of Sultan Mahmud Badaruddin II. The MWV is a local Palembang verse. Therefore, it is used as the main topic in the Course of Palembang Malay Traditional Theater, proficiency in writing the MWV.

The needs analysis showed that the Palembang Malay Traditional Theater Course did not have teaching materials. A total of 26 students indicated that they expected the development of the teaching materials. The reason why the students had difficulty in writing the script of the MWV drama was the lack of teaching materials that fully explained the steps of writing the script of the MWV drama. The interview results with the lecturers showed that there was no teaching material for the students to write the script of the MWV drama. The lecturers expected that the teaching material to be developed could attract the students' interest in writing the drama script of the MWV. They also felt desire for online teaching materials easily accessible for both lecturers and students.

Based on the results of the lecturers need analysis, they suggested five conditions. First, the teaching material should match the learning objectives. Second, the e-module

should include the material about MWV. Third, the desired e-module should place emphasis on individual writing skills. Fourth, the e-module should be equipped with an assessment rubric and an appropriate way to evaluate the script of the MWV drama. Fifth, the e-module should use easily understandable language for the students.

The online learning process has increasingly developed in recent years. Therefore, the provision of teaching materials in the form of e-modules is a necessity. Likewise, various digital applications are progressively prevalent and can be used in the learning process. One of the digital applications that can be used in the learning process is Flip html 5. Various studies prove that the use of *Flip html 5* can affect the writing process (Lupi et al., 2021; Febriansyah et al., 2021; Mahfuddin et al., 2022; Ulum & Wiyatmo, 2022). The advantages of Flip html 5 are that it has an editing function to add hyperlinks, images, videos, and sounds to support the material and the addition of multimedia objects on the pages that can be flipped like a real book. The Flip html 5 can be read via mobile phones, computers, laptops, and the like. The e-module Flip html 5 can be published via website, e-mail, and whatsapp (Candra, & Susilowibowo, 2021; Wahyuni, Noer, & Linda, 2018).

Based on the needs above, it was necessary to develop teaching material in the form of e-module about writing drama script of MWV using Flip html 5. This study aimed to find out the need for e-module that was valid, practical and effective to fulfill the students and lecturers' need in teaching materials to write a drama script based on the MWV using the Flip html 5.

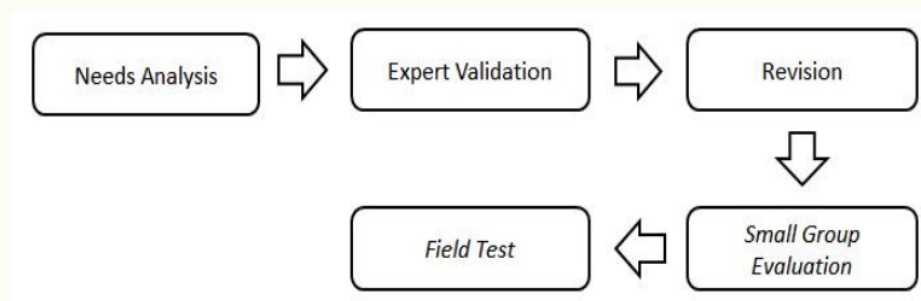
2. Method

2.1 Research Design

This study was a type of research and development that produced an output or product. The product developed in this study was an e-module for writing drama scripts based on the MWV using the Flip html 5. This study used a learning material development model by Dick, Carey and Carey (2015: 104). The steps consisted of 5 stages, namely needs analysis, expert validation, revision, small group evaluation, and field test.

The design of the study is described as follows.

Figure 1. Research procedure



2.2 Needs Analysis

The first stage is the needs analysis. It was carried out to find out the needs of students and lecturers for the necessity of an e-module to write a drama script based on the MWV using the Flip html 5. The needs analysis was performed using the Likert scale starting from the scores of 1 (strongly disagree-SD), 2 (disagree-D), 3 (agree-A), and 4 (strongly agree-SA).

The data obtained from students need analysis were made into percentage, while the data obtained from interview were presented based on the questions asked.

2.3 Expert Validation

The second stage was the expert validation. Three experts were invited to assess the validity of the developed e-module related to the material, language, and graphic. This expert validation was carried out by IZ, ER, and YL respectively. They are all the lecturers of Sriwijaya University.

To obtain the data from the expert validation, assessment sheets were used. The assessment sheet given to the experts comprised two parts. The first section contained a scoring table in the form of numbers on a grading scale of 1 to 5. The second section contained a column of suggestions and comments from the experts on the developed teaching materials.

The assessment related to the validity of the material included 9 components consisting of (1) the existence of clear learning objectives, (2) the existence of clear learning instructions, (3) the teaching materials to make it easier for students to learn and (4) help them complete their learning tasks, (5) the information in accordance with the learning objectives, (6) the teaching materials containing relevant drama script elements, (7) the steps to write a clear drama script, (8) the stages that help students write drama scripts appropriately, and (9) the teaching materials to help students understand.

The assessment related to the validity of language included 11 components consisting of (1) the accuracy of sentence structure, (2) the aspects of sentence effectiveness, (3) the validity of terms, (4) the understanding of messages or information, (5) the ability to motivate students, (6) the ability to encourage critical thinking, (7) the conformity with student intellectual development, (8) conformity with the level of student emotional development, (9) the spelling accuracy, (10) the consistency of use of terms, and (11) the use of symbols.

The assessment related to the validity of the graphics included 9 components consisting of (1) the suitability of the size with the e-module material, (2) the accuracy of the appearance of the layout elements on the face and back covers that have unity and consistency, (3) the accuracy of colors and layout elements, (4) the attractiveness of the letters used and easy to read, (5) the accuracy of the typeface combination, (6) the accuracy of the e-module ampoule, (7) the consistency of the layout, (8) the accuracy of the e-module page speed-up layout, and (9) the typographical precision of the contents of the e-module.

2.4 Small Group Evaluation

The small group evaluation was carried out by asking 9 students representing the low, medium, and high groups. The data were collected using the questionnaire in the form of a Likert scale.

The questionnaire statements related to the components of (1) whether the questions given were in accordance with the learning objectives, (2) whether the e-module had sufficient information on the material provided, and (3) whether the examples discussed in the e-module were sufficient, and (4) whether the order of the material in the e-module was appropriate.

Assessment criteria was used to find out the validity and practicality of the developed e-module. The average score of the assessment criteria was converted into four intervals, as shown in Table 1.

Table 1. Category Assessment Results

| No. | 1-5 Rating Scale Score | Percentage Score | Category |
|-----|------------------------|------------------|-----------------------------|
| 1 | 4.3 - 5.0 | 86 - 100 | Very valid/Very practical |
| 2 | 3.5 - 4.2 | 70 - 86 | Valid/practical |
| 3 | 2.8 - 3.4 | 56 - 70 | Quite valid/Quite practical |
| 4 | 1.0 - 2.7 | 0 - 56 | Invalid/impractical |

Source: Wiyono, 2015.

2.5 Field Test

The field test was conducted to find out the effectiveness of the e-module. The research design at the field test stage was in the form of an experiment with a one-group pretest-posttest design with a total of 26 students. The data collection technique was carried out by asking the students to write the script of the drama of MWV. The tests were carried out twice, i.e., the pretest before using the e-module and the posttest after using the e-module.

This study used SPSS 25 as a medium to describe the data obtained from the paired sample t-test. This test aimed to find out the differences from the data of the first sample to those of the second sample with the same subjects.

When the t-test proved a significant difference between the two average values, it was assumed that there was a significant improvement in the ability to write a play script based on the MWV associated with the use of the developed e-module.

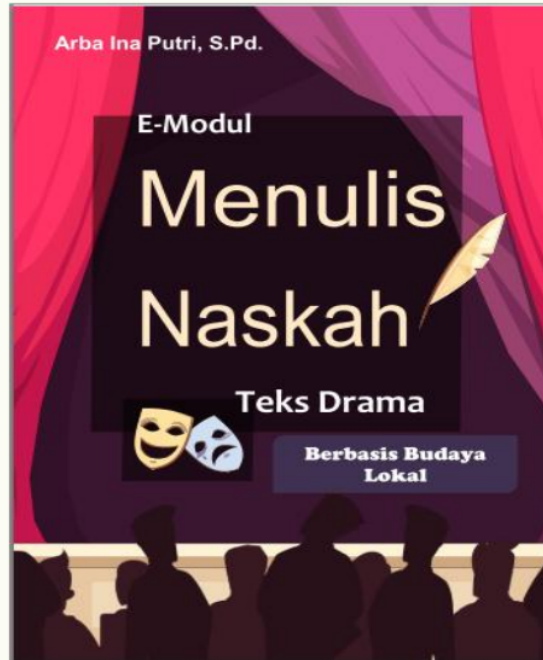
3. Results And Discussion

3.1 E-Module Menus

This e-module was designed using Flip html 5. The menus which were provided in the e-module for writing drama scripts based on MWV comprise (1) preface, (2) table of

contents, (3) instructions for using the module, (4) learning objectives, (5) introduction to the module, (6) material, (7) exercises, (8) summary, (9) evaluation, (10) assessment criteria, (11) references, (12) bibliography, and (11) author biodata.

Figure 2. E-module cover display using Flip html 5



To be able to use this e-module, students have to meet the following conditions: (1) the availability of adequate computer and internet facilities; (2) ability to operate computers properly; (3) involvement in the learning process; and (4) having their lecturers as supervisors, mediators, motivators, and facilitators.

3.2 Needs Analysis

Student Needs Analysis

From the needs analysis questionnaire, the following information was obtained. A total of 10 students (38.5%) stated that they had never read the MWV, 9 students (34.6%) stated that they never knew the MWV, and 12 students (46.2%) stated that they did not know that the MWV contains elements of myth. These three data indicate that students have never read and known the MWV, so teaching materials are needed to introduce MWV to students.

Regarding the students' initial knowledge about the MWV, 13 students (50%) agreed that the MWV were local works, 10 students (38.5%) agreed that the MWV theme was heroism, 13 students (50%) agreed that the MWV was an epic work, 12 students (46.2%) strongly agreed that the MWV contained historical elements, and 14 students

(53.8%) agreed that the MWV was very worth. The five data showed that according to students, the MWV was a local work with a heroic theme, an epic work, which contains historical elements, was very valuable, so it is very important if the MWV is studied by students.

Furthermore, in relation to students' expectations of the content of teaching materials, 16 students (61.5%) agreed that teaching materials for writing the script of the MWV based on Flip html 5 were needed, 15 students (57.7%) agreed that teaching materials for learning to write the MWV drama script based on Flip html 5 were developed; 14 students (53.8%) strongly agree to learn by using teaching materials that can show how to work, pictures, or material in more detail/real interesting for students; and 14 students (53.8%) stated that they had never studied using other teaching materials (audio, visual, or audio visual). The data indicate that students need e-module teaching materials to write the MWV based on Flip HTML 5 which contains instructions on how to work, pictures, and materials in more detail to make it easier for students to write the MWV drama script.

Lecturer Needs Analysis

Based on the results of researchers interviews with lecturers who taught the Palembang Malay Traditional Theater course, Indonesian Language and Literature Education Study Program, Universitas Sriwijaya, the cause of students having difficulty writing the drama script of the MWV was the unavailability of teaching materials for writing the MWV drama script. In addition, the cause of students' difficulties in writing the drama script of the MWV was the difficulty of the students in determining ideas, determining the elements of the MWV drama script, determining the structure of the MWV drama script, determining events, and developing sentences. Lecturers also found it was difficult to develop teaching materials that attracted students' interest in writing. So it was necessary to develop teaching materials for writing the drama script of the MWV. The lecturer's expectation for the teaching materials developed was the availability of teaching materials that can attract students' interest in writing, especially writing the drama script of the MWV.

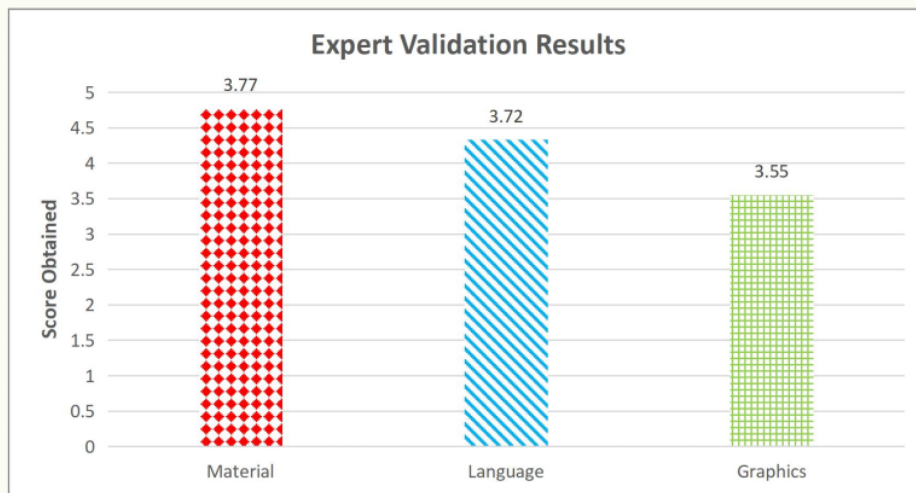
The lecturers stated several criteria for interesting teaching materials. First, these teaching materials can foster interest in learning and motivate students. Next, the teaching materials are easy for lecturers and students to understand, easy to operate, can help lecturers in teaching, help students not only to learn guided but also independently. The teaching materials are also useful and in accordance with the learning objectives. Meanwhile, the desired material in the teaching materials is the understanding of drama scripts, elements of drama scripts, examples of drama scripts, steps to write drama scripts, drama script structures, and linguistic elements of drama scripts.

Furthermore, regarding the desired video content, the lecturers preferred concrete videos such as videos that talk about the MWV and others. The choice of the video was based on the lecturer's consideration that students can more easily imagine and write what is seen concretely. On that basis, the researchers developed the Flip html 5 e-module teaching material.

3.3 Expert Validation

The following chart displays the results of expert validation on the validity of the developed e-module.

Figure 3. Expert Validation Results



The results of the material expert validation showed that, the e-module was categorized as valid in use. Of the 9 components of assessment on a scale of 5, the aspects of learning objectives clearly obtained a score of 4; the aspects of learning instructions clearly obtained a score of 4; the aspects of teaching materials facilitating students to learn obtained a score of 4; the aspects of teaching materials helping students complete the learning tasks obtained a score of 3; the information aspects conforming with the learning objectives obtained a score of 4; the aspects of teaching materials containing material elements of the relevant drama script obtained a score of 3; the aspects of steps to write a drama script obtained a score of 4; the aspects of the existence of stages helping students write drama scripts correctly obtained a score of 4; and the aspects of teaching materials helping students understand obtained a score of 4. The score from the material validation amounted to 34 out of a maximum score of 45 with an average of 3.77 or 75.55%. Consequently, the learning materials of this product were categorized as valid for use by the students. There were several suggestions given by the material validators in the comments column. First, the term "good enough", should have been replaced with "enough". Secondly, the spelling, punctuation, word writing, and term selection should have been more thorough.

The results of the language experts validation, the e-module was categorized as valid in use. Of the 11 components of the assessment with a scale of 5, the aspects of sentence structure accuracy obtained a score of 4; the aspects of sentence effectiveness obtained a score of 3; the aspects of term standard obtained a score of 4; the aspects of understanding of messages or information obtained a score of 3; the aspects of ability to motivate students obtained a score of 4; the aspect of ability to encourage critical thinking obtained a score of 4; the aspect of conformity with the

student intellectual development obtained a score of 4; the aspect of conformity with the level of student emotional development obtained a score of 4; the aspect of spelling accuracy obtained a score of 4; the aspect of consistency of the use of the term obtained a value of 3; and the aspect of using symbols obtained a score of 4.

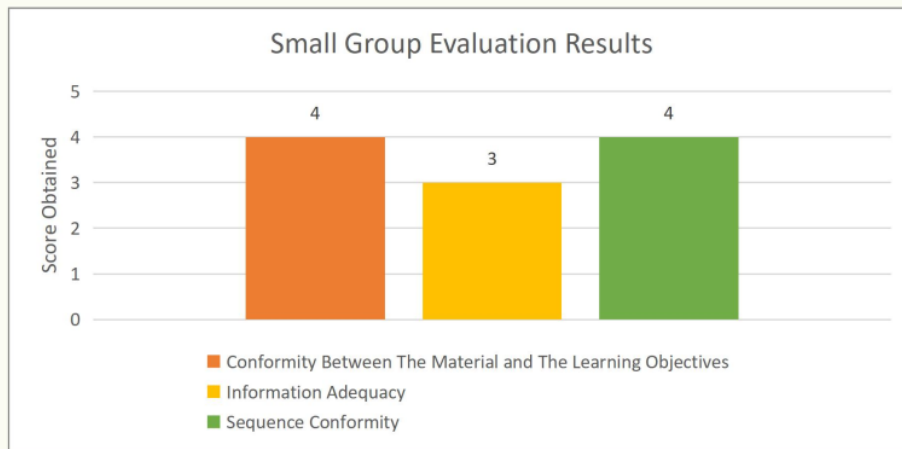
Overall, the scores obtained from the expert validation to language was 41 out of a maximum value of 55 with an average of 3.72 or 74.54%. Therefore, the e-module language of writing a category play script was valid for use by the students. The language validators commented and suggested that this e-module be very useful in the learning process of writing the script of the drama of MWV. In terms of language, it is necessary to look again carefully at each page.

The assessment of the expert of graphics showed that the e-module was categorized as valid in use. Of the 9 components of the assessment with a scale of 5, the aspects of size suitability with the e-module material obtained a score of 3; the aspect of the accuracy of the appearance of the layout elements on the front and back cover having unity and consistent obtained a score of 4; the aspects of color accuracy and layout elements obtained a score of 4; the aspects of the attractiveness of the letters being used and easily readable obtained a score of 4; the aspects of the accuracy of typeface combinations obtained a score of 3; the aspects of accuracy of the illustration of the e-module cover obtained a score of 3; the aspects of consistency of the layouts obtained a score of 4; the aspects of the layout accuracy of the page acceleration obtained a score of 3; and the aspect of typographic precision of the contents of the e-module obtained a score of 4.

Overall, the value obtained from the validation of the expert of the graphics amounted to 32 out of a maximum value of 45 with an average of 3.55 or 71.11%. Consequently, the graphics of the e-module of writing the drama scripts was valid for use by the students. The graphics validator commented and suggested that the e-module was relatively good; yet, the left and right layout margins be fixed because they were too close.

3.4 Results of Small group evaluation

The following are the results of the small group evaluation questionnaire. Of the 3 components of assessment with a scale of 5, the aspect of conformity between the material and the learning objectives obtained a score of 4; the aspect for the information adequacy component obtained a score of 3; and the aspect of the sequence conformity component obtained a score of 4. The score obtained from the small group evaluation amounted to 11 out of a maximum score of 15 with an average of 3.66 or 73.33%. Therefore, the e-module of writing a drama script based on the MWV using Flip html 5 belonged to a valid category. The e-module of writing drama scripts based on the MWV using Flip html 5 had sufficient information and exercises in helping students write the drama script of the MWV. The following is the graph of the results of the small group evaluation.

Figure 4. Small group evaluation results

3.5 Field Test

The results of the field test showed that the lowest score of the pretest was 30 and the lowest score of the posttest was 75. The highest score obtained for the pretest was 55 and the highest score for the posttest was 100. The average pretest score was 41.43 and the average posttest score was 87.32. There was an increase in students' skills in writing the script of the MWV drama. The standard deviation obtained from the pretest value was 8.262 while, the standard deviation obtained from the posttest was 6.452.

The students' skills improved after receiving the treatment because of good data having a small standard deviation. In addition, it was influenced by the increase in the average value of the posttest.

Table 2. Results of Descriptive Statistical Test

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pre-Test | 28 | 30 | 55 | 41.43 | 8.262 |
| Post-Test | 28 | 75 | 100 | 87.32 | 6.452 |
| Valid N (listwise) | 28 | | | | |

Furthermore, to find out whether or not there was a significant improvement in the ability to write drama scripts based on the MWV for students before and after the use of e-module, a t-test statistical analysis was carried out. The results of the calculation of the t-test of paired samples can be seen in Table 3 as follows.

Table 3. Paired Sample Test

| | Mean | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|---------------|---------|----------------|------------|---|---------|---------|----|-----------------|
| | | | | Lower | Upper | | | |
| Pair 1 | | | | | | | | |
| Pre-Test | -45.893 | 8.612 | 1.628 | -49.232 | -42.553 | -28.197 | 27 | .000 |
| Post-Test | | | | | | | | |

Table 3 shows that from pretest to posttest the average score increased by 45.893, the standard deviation was 8.612, and the sig value (2-tailed) was 0.00. This means that there was a significant difference in the average score of the ability to write the script of the MWV written by the students between before and after the use of the e-module using Flip html 5 developed by the researchers. It is based on the fact that the sig value (2-tailed) was 0.00 less than the alpha value of 0.05. In conclusion, the e-module using Flip html 5 to write the script of the developed MWV drama was categorized as effective because it conformed with the needs analysis and there was an increase in scores in the pretest and posttest students.

Discussion

This e-module was developed based on the analysis of the needs of students and lecturers. This e-module is expected to be a valid, practical, and effective teaching material in teaching writing material for the drama script of the MWV. This e-module is also designed systematically. The content of this e-module consists of: (1) introduction, (2) table of contents, (3) instructions for using the module, (4) learning objectives, (5) introduction to the module, (6) materials, (7) exercises, (8) summary, (9) evaluation, (10) assessment criteria, (11) references, (12) bibliography, and (11) author's biodata.

Based on the results of the analysis of the needs of students and lecturers, a product design was made by the researchers. The researchers then developed the design into an e-module using Flip html 5. The product design was then validated by experts. Validation in this study includes three aspects, namely aspects of the feasibility of the material, language, and graphics. Each expert provided an assessment, comments, and suggestions which were then followed up with revisions by the researchers. In terms of the feasibility of the material, language, and graphics as a whole, it can be concluded that the developed e-module is valid and can be further tested on students.

After getting comments and suggestions from experts, the researchers then made a revision. The revised e-module was then tested for practicality in a small group and the results showed that this e-module was valid because it got an average score of 3.66 or

73.33%. Next is a field test. Students were given a pretest and posttest, each of which contained a task to write a drama script based on the MWV. The results of the field test indicated that there was an increase in students' skills in writing drama scripts based on the MWV from an average of 41.43 to 87.32 (a difference of 45.89).

This increase occurred because students had done exercises to write drama scripts based on the MWV using the flip html 5 e-module. The e-module contained exercises that were arranged according to the needs of students and lecturers. The e-module is also equipped with examples, steps for writing a drama script, assessment criteria, and competencies that students must achieve.

The effectiveness of this e-module is determined by a number of factors. This Flip html 5 e-module is equipped with steps to write drama scripts so that it helps students learn to write drama scripts. In addition, this e-module is accompanied by assessment criteria to assist the assessment process. There are instructions for use in each section to make it easier for students to do the exercises. This e-module is easy to find words with the word search feature that can be read through computers, laptops, and mobile phones.

In addition to the advantages mentioned above, this e-module also has disadvantages. E-module Flip html 5 can only be used on gadgets that support the flash feature. There is no tool to mark which pages have been read, requires careful planning and a long time in modifying teaching materials and there are differences between the paid version and the free version.

The flip html 5 e-module can help students carry out their learning activities anytime and anywhere (Irwansyah, 2021; Jauharati, Hardiansyah, & Halang, 2022; Indun, Halang, & Ajizah, 2022). The results of these studies support the results of this current study, namely that writing skills including writing drama scripts can be improved, and writing drama scripts based on MWV can be carried out without being limited by space and time, according to the abilities of each student.

In connection with several previous studies related to the MWV (Masri, 2014; Jannah, 2017; Sepriady, 2019), the results of this development are related in terms of the topic studied, namely MWV. The difference is that the previous research did not use the developed e-module, while in this study the researcher used the Flip html 5 e-module development in writing the drama script of the MWV.

This e-module for Writing a Drama script based on the MWV using Flip html 5 has been tested for validity and practicality. Validity is proven through validation by linguistic, material, and graphic experts. Practicality and effectiveness are proven through tests to a number of students (small group) and field tests respectively.

This research can provide benefits for the development of education in Indonesia in general, and specifically Universitas Sriwijaya. The results of this study are expected to contribute ideas in developing interesting interactive teaching materials, inspiring students to write drama scripts based on the MWV.

4. Conclusion

¹² Based on the results of the study, the following are the conclusions. can be concluded as follows. First, the development of the e-module used the Flip html 5 in the material for writing the drama script of the MWV which was designed to be quite valid. Thus, the e-module can be used by students and lecturers. The validity of the e-module was illustrated from the three aspects of assessment: material, language, and graphics. Second, the e-module for writing drama scripts based on the MWV used the Flip html 5 in the material for writing the script of the MWV for the 5th semester students in the Palembang Malay Traditional Theater course, Universitas Sriwijaya, the ⁹ Study Program of Indonesian Education designed to be very practical. Therefore, the e-module can be used by students and lecturers. Third, the ⁹ field test based on the percentage comparison of the average pretest analysis showed that the e-module was effective in student learning outcomes. Therefore the e-module can be used as teaching material in the learning process in the Palembang Malay Traditional Theater course, the Study Program of Indonesian Education, Universitas Sriwijaya.

Declaration of Conflicting Interest

¹⁰ There is no conflict of interest concerning the publication of this paper.

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