Developing English E-Module Learning for English Day Program in SDN Susukan 08 Pagi

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Article Info	Abstract
	This study aims to develop an English learning E-Module for the English Day program, specifically designed for fourth-grade students at SDN Susukan 08 Pagi. The purpose is to create valid, practical, and engaging learning material that supports students' English skills in line with school activities. The development process applied the Borg and Gall model adapted by Sugiyono, which includes seven stages: identifying potentials and problems, collecting data, designing the product, validating the design, revising the design, testing the product, and revising the final version. The validation results from material experts showed that the E-Module met the criteria of validity and feasibility. Student trials produced an average score of 2.95 categorized as "interesting," and teacher evaluations showed high practicality. These results indicate that the developed E-Module is suitable as an effective learning medium to increase student engagement and support English instruction in elementary schools. *Keywords: E-Module, English Day Program, Elementary School, Learning Media* **Abstrak** Penelitian ini bertujuan untuk mengembangkan E-Module pembelajaran Bahasa Inggris untuk program English Day, yang dirancang khusus bagi siswa kelas empat di SDN Susukan 08 Pagi. Tujuan penelitian ini adalah menghasilkan bahan ajar yang valid, praktis, dan menarik untuk mendukung peningkatan kemampuan Bahasa Inggris siswa sesuai dengan kegiatan sekolah. Proses pengembangan menggunakan model Borg and Gall yang diadaptasi oleh Sugiyono, meliputi tujuh tahap: mengidentifikasi potensi dan masalah, mengumpulkan data, merancang produk, memvalidasi desain, merevisi desain, menguji produk, dan merevisi hasil akhir. Hasil validasi oleh ahli materi menunjukkan bahwa E-Module memenuhi kriteria valid dan layak digunakan. Uji coba kepada siswa memperoleh skor rata-rata 2,95 dengan kategori "menarik," dan penilaian guru menunjukkan tingkat kepraktisan yang tinggi. Dengan demikian, E-Module yang dikembangkan dinyatakan layak dan efektif digunakan sebagai media

pembelajaran untuk meningkatkan keterlibatan siswa serta mendukung pembelajaran Bahasa Inggris di sekolah dasar.

Kata kunci: E-Module, English Day , Sekolah Dasar, Media Pembelajaran

INTRODUCTION

English, as a crucial international language, is increasingly recognized as essential, particularly for young learners. Introducing English at the elementary level is highly recommended, as it provides children with a solid foundation before advancing to higher education. Early English instruction serves as a preparatory stage, enabling students to become familiar with the language before encountering it more intensively at later levels (Hajati & Amaliah, 2022). In recent years, English has become one of the most preferred local content subjects in both urban and rural schools. Many Jakarta-based institutions, for instance, have implemented English instruction as early as the first grade, reflecting an increasing awareness of the importance of English as a global communication tool (Milawati, 2019). This early exposure underscores the necessity of introducing English from a young age to build a strong linguistic and cognitive foundation for future learning.

However, the teaching and learning of English still face numerous challenges, especially in countries where English is not the native language. According to the 2025 EF EPI survey, Indonesia ranks 80th globally, indicating that the nation's English proficiency remains low (Rahmatullah, 2021). This ranking highlights persistent problems within the English education system, including students' limited learning experiences, teachers' difficulties in classroom implementation, inadequate assessment systems, and weaknesses in curriculum and textbook design. These factors collectively hinder the effectiveness of English instruction (Rofi, 2023). Addressing these issues is therefore critical to improving the overall quality of English education and ensuring better learning outcomes for students.

Observations conducted in November 2024 at SDN Susukan 08 Pagi reveal that, although the school supports the English Day program, several obstacles persist. Many students still struggle to achieve satisfactory results, as shown by their end-of-semester exam scores, which fall below the minimum competency standards. Limited access to textbooks further compounds this issue students can only use the provided materials during school hours and cannot study them at home (Nurshuhada et al., 2021). Some students take the initiative to buy or photocopy books for independent study, but these efforts are not widespread. Additionally, English lessons scheduled in the middle of the day often lead to decreased focus and engagement due to fatigue and boredom (Fajrin et al., 2023).

One of the essential competencies teachers must possess is the ability to design effective teaching materials that align with curriculum goals and support student learning. The selection

and development of appropriate materials directly influence how well students understand the content (Rahmawati et al., 2019).Teaching modules are among the most effective tools for improving the quality of English instruction, as they allow teachers to tailor learning experiences to students' needs. These modules not only enhance learning efficiency but also promote students' independence. A well-designed module provides a structured framework consistent with curriculum standards and facilitates the achievement of targeted competencies. Furthermore, developing teaching modules encourages teachers to think critically and creatively, reflecting their pedagogical expertise (Primayana, 2022).

Module-based learning also supports a comprehensive approach by addressing challenges such as content adaptability, learner autonomy, and individualized learning pace. It fosters both student responsibility and teacher creativity while ensuring that the educational process remains flexible and effective (Rahayuningsih & Muhtar, 2022). A good module should be self-instructional and self-contained, enabling students to learn independently and access all necessary materials within the same resource (Sitinjak, 2023).

Given these considerations, developing an engaging and effective English Day e-module is essential to enhance students' English proficiency at the elementary level. This research focuses on designing and implementing an e-module for the English Day program using the ADDIE model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. The study aims to address the existing limitations in English teaching by creating a focused and practical learning resource that meets both teacher and student needs. The findings are expected to contribute valuable insights for improving instructional materials, supporting the English Day program at SDN Susukan 08 Pagi, and fostering more effective English language learning practices in primary education.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019). The research was carried out at SDN Susukan 08 Pagi, located on Jl. H. Baping Rt.010/06, Susukan, Ciracas, East Jakarta, during June 2025, in the first semester of the 2025/2026 academic year. The participants of this research were 32 fourth-grade students selected through purposive sampling, based on the school's accreditation and number of students. The study aimed to produce a valid, practical, and effective English learning e-module for the English Day program to improve students' proficiency at the elementary level.

Data were collected using both quantitative and qualitative approaches. Quantitative data were obtained from expert validations and response questionnaires, while qualitative data were gathered from feedback, comments, and suggestions during the validation and testing stages. The instruments used in this study included: (1) expert validation questionnaires for both content and media experts to assess material suitability and visual quality, (2) educator response questionnaires to collect feedback from teachers regarding the feasibility and practicality of the e-module, and (3) student response questionnaires to evaluate students' engagement, satisfaction, and usability of the module. The collected data were analyzed through descriptive statistical techniques using a Likert scale to determine the level of

feasibility and effectiveness. The Likert scale ranged from 1 (Poor) to 4 (Very Good), and the results were interpreted into categories such as Very Good, Good, Fair, Poor, and Very Poor. Expert validation scores were converted into percentages to assess the module's validity before implementation.

The evaluation process was conducted in two phases. The formative evaluation was implemented during the development stage to refine and improve the module's content and design. Meanwhile, the summative evaluation was performed after the implementation stage to determine the effectiveness, practicality, and user satisfaction of the developed e-module. Through this process, the study assessed the overall quality of the English Day e-module and its contribution to enhancing English learning among fourth-grade students at SDN Susukan 08 Pagi.

RESULTS AND DISCUSSION

This research focused on developing an English e-module for the English Day program aimed at fourth-grade students of SDN Susukan 08 Pagi. The goal was to create a contextual and engaging learning medium that could enhance students' interest and understanding of English. The development process followed the Research and Development (R&D) model by Borg and Gall, adapted by Sugiyono, which includes seven systematic stages from identifying problems to final product revision.

Potential and Problem Identification

The early stage analyzed the potentials and challenges of implementing the English Day program. Interviews with teachers revealed several problems, such as limited instructional materials, lack of teacher-developed modules, and students' low motivation to learn English. Many students perceived English as difficult and monotonous. However, there was also potential for improvement contextual module development could make learning more engaging and relevant to daily life.

Table 1. Identification of Students' Needs

| Needs Identification	Result of Identification
Problem	1. The instructional resources currently in use exhibit limited variation, which may restrict the diversity of learning experiences. 2. Instructors have not yet undertaken the development of a dedicated module for the English Day Program. 3. The absence of teacher-developed modules, combined with the scarcity of available materials, has resulted in students' limited comprehension of the subject matter, diminished motivation to read, and reduced interest in the English language. 4. Learners tend to perceive the study of English as both challenging and monotonous. 5. Students display minimal engagement and enthusiasm toward the acquisition of English language competencies.
Potentional	1. The formulation of an English Day learning module has the potential to function as an alternative medium to support and enrich the students' learning process. 2. The incorporation of contextual elements into the module's design may serve as a meaningful and relevant source of learning for students. 3. The structured development of such a module can enhance students' comprehension ofEnglish subject matter, as the content may be organized in a simplified manner and articulated through accessible language. 4. The incorporation of contextual elements into the module's design may serve as a meaningful and relevant source of learning for students. 5. The structured development of such a module can enhance students' comprehension ofEnglish subject matter, as the content may be organized in a simplified manner and articulated through accessible language.

Data Analysis and Module Design

After identifying problems and potentials, the researcher collected reference materials and structured the module's content. The learning indicators were aligned with core competencies, emphasizing vocabulary mastery, sentence construction, and contextual practice in real-life situations. The layout was designed on A4 paper with 1.5 line spacing to ensure readability and aesthetic balance.

Table 2. Basic Competence, Indicators, and Contectual Activities

Basic Competence	Learning Content Indicator	Contextual Indicator
Learners are able to comprehend, respond to, and apply simple sentences related to describing activities, objects, and places within their immediate environment, both in spoken and written forms, by employing appropriate vocabulary, grammatical structures, and expressions in accordance with the context of daily life.	1. Learners are able to identify and pronounce vocabulary related to common daily activities. 2. Learners are able to construct and respond to questions in the Present Continuous Tense appropriately.	Students can role-play conversations about ongoing activities in real time (e.g., asking classmates *"What are you doing?"*).
	1. Recognize and use expressions of quantity (*there is / there are*) with numbers. 2. Count and state the quantity of items in English.	Students can count real objects in the classroom or library and state the total number in English (*There are 20 chairs.*).
	1. Identify names of rooms in the house. 2. Use prepositions of place (beside, next to, in front of, behind) correctly.	Students can describe the location of rooms in their house using prepositions (My bedroom is next to the bathroom.).
	1. Identify vocabulary for cooking activities. 2. Construct simple sentences with the Present Simple Tense to state habitual actions.	Students can simulate cooking activities and describe them using simple sentences (I cook rice in the kitchen.).

Basic Competence	Learning Content Indicator	Contextual Indicator
	1. Form and respond to questions using where. 2. 2. Use location prepositions (on, in, under, beside) to describe object placement.	Students can ask and answer about the location of personal items in class (Where is my ruler? It's on the table.).
	1. Recognize names of common household items. 2. Describe object locations using there is / there are and prepositions of place.	Students can identify and describe the location of household objects from pictures or real-life settings (The refrigerator is in the kitchen.).

The initial module draft consisted of a cover, learning objectives, concept maps, contextual materials, activities, and reflection sections. Visual elements such as illustrations and images were used to increase student engagement.
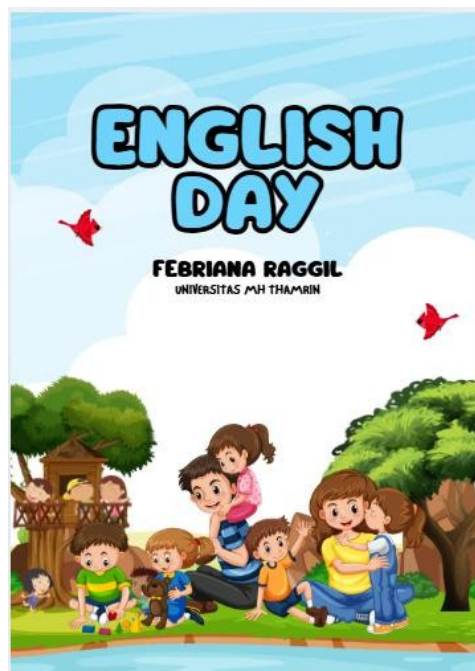
Figure 1. Preliminary Module Design

Design and Material Validation

The module was validated by two expert validators with master's qualifications in education. Using a four-point Likert scale, they assessed six aspects: self-instruction, self-contained, stand-alone, adaptive, user-friendly, and contextual relevance.

Table 3. Validation Results

No	Statement	Validator	
		(1)	(2)
	Self Instruction Aspect		
1.	The learning objectives are formulated in alignment with the competencies outlined in the Core Competencies (KI) and Basic Competencies (KD).	4	3
2.	The content of the module is aligned with the Core Competencies (KI) and Basic Competencies (KD).	3	3
3.	The material presented is easily comprehensible for students.	3	4
4.	The illustrations are presented in alignment with the content of the module.	4	4
5.	The problems provided can be associated with the students' tasks and real-life environment.	3	3

Table 4. Validation Results (2)

Validator Material	Average Score	Criteria	Description
Validator 1	3.08	Good	Valid
Validator 2	3.16	Good	Valid
Average	3.12	Good	Valid

Both validators rated the module as "Good" and "Valid," with average scores of 3.08 and 3.16, resulting in an overall mean of 3.12. These results confirmed that the content was clear, aligned with the curriculum, and contextually appropriate.

Design Revision

Based on the validators' feedback, minor adjustments were made to improve clarity and visual consistency. No major revisions were required since the overall structure and content met expert standards.

Product Evaluation Trial

The revised module was tested on 32 fourth-grade students of SDN Susukan 08 Pagi. The trial, held on July 28, 2025, lasted 90 minutes and aimed to assess student engagement and understanding. The session began with an introduction and explanation of the module, followed by guided learning activities and a questionnaire at the end.

Results showed an average score of 2.96 out of 4.00, categorized as "Interesting." About 96.87% of students rated the module "Interesting," and 3.13% rated it "Very Interesting." This

indicates that the module effectively attracted students' attention and supported the learning process.

Table 5. Student Response Scores

No	Initial	Score Total Trial	Category
1.	Student 1	3,33	Interesting
2.	Student 2	3,2	Interesting
3.	Student 3	3,33	Interesting
4.	Student 4	3,33	Interesting
5.	Student 5	3,06	Interesting
6.	Student 6	3,26	Interesting
7.	Student 7	3,26	Interesting
8.	Student 8	3,26	Interesting
9.	Student 9	3,53	Very Interesting
10.	Student 10	3,13	Interesting
11.	Student 11	3,26	Interesting
12.	Student 12	3,26	Interesting
13.	Student 13	3,26	Interesting
14.	Student 14	2,86	Interesting
15.	Student 15	3,26	Interesting
16.	Student 16	3,2	Interesting
17.	Student 17	3,13	Interesting
18.	Student 18	3,13	Interesting
19.	Student 19	3,06	Interesting
20.	Student 20	3,2	Interesting
21.	Student 21	3,13	Interesting

No	Initial	Score Total Trial	Category
22.	Student 22	3,0	Interesting
23.	Student 23	3,26	Interesting
24.	Student 24	3,06	Interesting
25.	Student 25	3,06	Interesting
26.	Student 26	3,06	Interesting
27.	Student 27	3,0	Interesting
28.	Student 28	3,06	Interesting
29.	Student 29	3,26	Interesting
30.	Student 30	3,06	Interesting
31.	Student 31	3,26	Interesting
32.	Student 32	3,0	Interesting
Average Score			2,96 Interesting

Teacher Responses

Teachers' evaluations also showed highly positive results, with a total score of 77 and average ratings between 3.85–4.00, categorized as "Highly Feasible." Teachers agreed that the module's layout, visuals, and language were suitable for students. They highlighted that the contextual content made learning more meaningful and different from conventional methods.

Product Revision and Interpretation

Since both student and teacher evaluations indicated positive outcomes, no further major revisions were made. The final English e-module was considered valid, engaging, and ready for classroom implementation. This study, conducted at SDN Susukan 08 Pagi, successfully produced a contextual English learning module suitable for the English Day program. The systematic development process ensured that each component aligned with learners' needs. The trial results 3.85 (Interesting) for students and 77 (Highly Feasible) for teachers proved the module's effectiveness in improving student motivation and understanding. The findings emphasize that innovative and interactive teaching materials can transform students' perception of English learning. With well-designed e-modules, teachers can foster greater enthusiasm, comprehension, and participation in English learning activities.

CONCLUSION

Based on the research findings, it can be concluded that the English learning e-module developed for the English Day program at SDN Susukan 08 Pagi has successfully met the criteria of a valid and practical learning medium. The development process followed the Borg and Gall model adapted by Sugiyono, encompassing seven stages: identifying potentials and problems, collecting data, designing, validating, revising, conducting trials, and finalizing the product. The validation by material experts yielded an average score of **3.12**, categorized as *Good*, indicating that the e-module is valid in terms of content, language, and contextual integration. Product trials also demonstrated positive responses from students, with an average score of **2.95** in the *interesting* category, while teachers' assessments reached **77**, classified as *very good*. The English learning e-module for the English Day program is considered **feasible and effective** to be implemented as a supporting learning medium for Grade 4 students at SDN Susukan 08 Pagi.

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