



Development of contextual Archipelago Insights e-module to increase interest in learning and collaboration skills

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ABSTRACT

The learning process cannot be separated from the tools in the form of teaching materials that assist teachers in carrying out teaching and learning. One of them is in Pancasila Education lessons, especially those related to the Archipelago Insight. The concept of the Archipelago Insight emerged from Indonesia's multicultural society. The condition of a multicultural society requires ideas that can guarantee unity and oneness in diversity. This study aims to develop an e-module for Archipelago Insight based on a contextual approach and to test its effectiveness in increasing students' interest in learning and collaboration skills among 9th-grade students at MTs Darun Najah Malang. This study uses the Research and Development (RnD) method with the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. Data collection instruments used include an expert validation questionnaire, a learning interest questionnaire, and a collaboration ability observation sheet. The results of the expert validation indicate that the e-module is declared very feasible to use in terms of material, module structure, and language. The effectiveness test shows a significant increase in students' interest in learning. In addition, collaboration skills also increase. The Archipelago Insight e-module, grounded in a contextual approach, is effective in increasing students' interest in learning and in collaboration skills.

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ABSTRAK

Proses pembelajaran tidak dapat dipisahkan dari perangkat berupa bahan ajar yang membantu guru dalam melaksanakan pengajaran dan pembelajaran. Salah satunya adalah pada pelajaran Pendidikan Pancasila, khususnya yang berkaitan dengan Wawasan Nusantara. Konsep Wawasan Nusantara muncul dari masyarakat multikultural di Indonesia. Kondisi masyarakat multikultural membutuhkan gagasan yang mampu menjamin persatuan dan kesatuan dalam keberagaman. Penelitian ini bertujuan untuk mengembangkan e-modul Wawasan Nusantara berbasis pendekatan kontekstual serta menguji efektivitasnya dalam meningkatkan minat belajar dan kemampuan kolaborasi peserta didik kelas 9 MTs Darun Najah Malang. Penelitian ini menggunakan metode Research and Development (RnD) dengan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Instrumen pengumpulan data yang digunakan meliputi angket validasi ahli, angket minat belajar, dan lembar observasi kemampuan kolaborasi. Hasil validasi ahli menunjukkan bahwa e-modul dinyatakan sangat layak digunakan pada aspek materi, struktur modul, dan kebahasaan. Uji efektivitas menunjukkan peningkatan signifikan pada minat belajar peserta didik. Selain itu, kemampuan kolaborasi juga meningkat. E-modul Wawasan Nusantara berbasis pendekatan kontekstual efektif dalam meningkatkan minat belajar dan kemampuan kolaborasi peserta didik.

Kata Kunci: e-modul; kemampuan kolaborasi; minat belajar; pendekatan kontekstual; Wawasan Nusantara

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INTRODUCTION

The learning process cannot be separated from the device in the form of teaching materials. The design of teaching materials is tailored to the needs and characteristics of the materials to be presented (Saborío-Taylor & Ramírez, 2023). Teaching materials assist teachers and instructors in teaching and learning. The availability of teaching materials allows students to learn a certain competency sequentially and systematically (Magdalena *et al.*, 2020). One teaching material teachers can use is modules. The use of modules can make it easier for students to study anytime, anywhere, without being limited by time. Especially if the teacher-developed module uses a specific learning approach, this will affect the achievement of learning objectives (Kartika, 2016). Innovation in the manufacture of teaching materials can leverage technological developments. Usually, modules are printed. The use of technology can be achieved by packaging the module in electronic form.

Electronic modules, or e-modules, have functions similar to those of print modules, but their format is digital (Lastri, 2023). This electronic module offers accessibility benefits, as it can be accessed on various devices, including smartphones, computers, and laptops (Maharani, 2025). In this case, the electronic module can be accessed anytime, anywhere. The development of the Archipelago Insight e-module, grounded in a contextual approach, is driven by the reality of Pancasila Education, which remains predominantly textual. The reality of Pancasila Education learning remains concept-oriented and not contextualized. This means the pattern still relies on a conventional system that has not provided students with a way to solve citizenship problems in life. Pancasila Education learning should be oriented toward an open view of the concept of "contextualized," emphasizing the need for more creative management, active participation, and meaningful and enjoyable learning (Suhartono, 2018).

The condition of the conventional pattern can be seen in the characteristics of the learning process, such as teachers being the only source of learning and the use of compulsory books as the only legitimate source of reference. Textual learning patterns are insufficient to meet students' learning needs. This pattern places students as passive subjects. 21st-century learning requires a paradigm shift from teacher-centered to student-centered learning. The complexity of contemporary society and the technological shift place new expectations on the education sector. As a result, education systems are being urged to develop frameworks that prioritize 21st-century learning (Martinez, 2022). Analysis of relevant prior literature helps trace the progress of the research and identify gaps that these studies can help fill. Previous research has focused more on the development of teaching materials and low levels of education, such as in elementary schools. However, there has not been much development of flexible learning resources to support independent learning.

Some e-module developments are also carried out with a focus on improving the cognitive aspect, while the affective and psychomotor aspects have received little attention. For example, research on the development of e-modules based on contextual teaching and learning about the community's cultural diversity not only helps students study the material in depth but also improves student learning outcomes (Apriani *et al.*, 2026). Some of the gaps in this research serve as the basis for this development research to address the major gap in the development of independent teaching materials in Pancasila Education learning. This development is based on a needs analysis carried out at MTs Darun Najah Malang. Based on the needs analysis carried out, the variation in the use of Pancasila Education teaching materials has not yet been carried out. Package books are still used as the only learning resource. All teaching materials still refer to package books. This affects students' interest in learning.

Interest in learning is a willingness to engage in learning activities (Friantini & Winata, 2019). Interest in learning also plays a role in fostering a sense of pleasure that leads a person to engage in activities in line with their desires (Iliza & Hanif, 2025). The renewal of the 21st-century education paradigm requires the implementation of teaching materials that also focus on developing character quality, learning competencies, and basic literacy (González-Salamanca *et al.*, 2020). Core 21st-century skills include critical thinking, collaboration, communication, creativity, civic literacy, and character development. Referring to the background presented, to complement the availability of learning resources in the Pancasila Education subject at MTs Darun Najah Malang, the solution is to develop an archipelago insight e-module based on a contextual approach. This e-module is intended not only to enrich learning resources but also to increase students' interest in learning and collaboration. The purpose of this development research is to produce an archipelago insight e-module product, based on a contextual approach, as a validated, feasible, and effective teaching material to increase students' interest in learning and their critical thinking skills in Pancasila Education subjects.

LITERATURE REVIEW

E-Module

E-modules, or electronic modules, are learning resources that contain materials, methods, limitations, and evaluations, designed systematically and attractively to develop competencies in accordance with the curriculum (Padwa & Erdi, 2021). Electronic modules (e-modules) are the digital form of printed modules that adapt many features from print modules. E-modules are transformations of printed modules that are presented in electronic form (Ashary & Komara, 2022). E-modules have characteristics that are self-instructional, self-contained, standalone, adaptive, user-friendly, and consistent. The advantage of e-modules over print modules is that they can include videos, audio, animations, and other interactive features that students can play and replay, enriching their learning experience (Khaira *et al.*, 2023). The disadvantages of the module, namely: a) the time required in the development of electronic modules is quite long and the cost spent is quite large, b) student indiscipline when learning will cause difficulties in learning through modules, and c) the learning process must be continuously followed, observed by the facilitator, and students are motivated, even consulted if necessary (Herzegovina *et al.*, 2023).

Archipelago Insight

Archipelago insight refers to a nation's perspective on itself and its environment, rooted in its philosophy and ideology and shaped by its geographical conditions. The idea of Archipelago Insight arose from the reaction of the multicultural Indonesian society. The condition of a multicultural society requires ideas that can guarantee unity amid this diversity (Ratih & Najicha, 2021). Basrie, in the book entitled "*Pemantapan Wawasan Nusantara Menuju Ketahanan Nasional*" states that the archipelago insight is also seen as Indonesia's geopolitical euphoria. Archipelago insight has three basic elements: containers, contents, and conduct. A container is interpreted as a regional unit; its content comprises the ideals, characteristics, and way of working of a nation, while conduct is a form of behavior for realizing aspirations. The archipelago insight serves as a guideline, motivation, and encouragement in determining all policies, behaviors, and decisions for state administrators and the Indonesian people. The archipelago insight as an idea also needs to be actualized in various aspects of life so that its goals can be achieved as expected. The actualization of the archipelago's vision is carried out in political, economic, socio-cultural, defense, and security unity.

Interest in Learning

Interest in learning is the driving force within the individual to engage in learning activities to increase knowledge, skills, and experience. This interest grows because there is a desire to know and understand something that encourages and directs students' learning, making them more serious in their learning (Wahdi *et al.*, 2024). Interest in learning depends not only on ability but also on whether a person chooses a mastery goal (learning goal), which focuses on learning a new skill well, or a performance goal, which focuses on demonstrating one's abilities to others (Fitriana *et al.*, 2024). Student interest in the learning process can be identified through several indicators. These indicators of learning interest include interest in learning, attention to learning, motivation to learn, and knowledge (Suryaningsih *et al.*, 2022).

Collaboration Capabilities

Collaboration is synonymous with the principles of togetherness, cooperation, and responsibility. Collaboration is the mutually beneficial involvement of parties to solve problems through cooperation (Yunanda *et al.*, 2025). Collaboration is the mutually beneficial involvement of parties to solve problems through cooperation. Through collaboration, a person can share knowledge, skills, and experiences to solve the problems they face (Marita *et al.*, 2023). Greenstein, in the book "Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning" explains that the ability to collaborate is one of the skills required in 21st-century learning. Collaboration is the ability to work together effectively in making the decisions necessary to achieve a common goal. Collaboration ability can be evaluated through several indicators, including active participation, productive work, responsibility, flexibility, and mutual respect.

The Foundations of Product Development Theory

The development of the products in the form of an archipelago insight e-module is based on the theory of contextual teaching and learning. Contextually, it is interpreted as meaning 'related to the atmosphere'. Conceptual teaching and learning is teaching and learning that helps teachers connect the content of the subject matter to real-world situations and motivates students to connect knowledge with its application in their lives as family members and citizens (Daud, 2024). The basis of Conceptual teaching and learning's thinking is constructivism. Students will build knowledge more efficiently by connecting the parts of knowledge and experience that relate to each other (Kismatun, 2021). Conceptual teaching and learning have several characteristics in the process of their application, such as learning in a real-life setting, meaningful learning, learning by doing, learning in a group, learning to know each other deeply, learning to ask to inquire, working together, and learning as an enjoyable activity (Maftuh *et al.*, 2023). The Contextual Approach involves seven main components of learning: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Muhartini *et al.*, 2023).

METHODS

The research model used is development research. The development model used is ADDIE. The phases of the ADDIE model include analysis, design, development, implementation, and evaluation. The collected data are both qualitative and quantitative. Qualitative data were obtained through expert advice and input during the validation test stage, while quantitative data were obtained from the validation questionnaire results of module product field test experts. The data collection instruments used in this study are observation sheets and questionnaires, which were developed and tested for validity and reliability. The data analysis technique used is descriptive statistical analysis. Descriptive statistical analysis in this study

involves collecting, processing, analyzing, and presenting data collected through a data collection instrument (questionnaire). The elaboration of each stage of descriptive statistical analysis begins with the analysis of expert validation test data, followed by the analysis of trial data (pretest and posttest). The level of analysis is conducted through theoretical studies of the product and the problem to be solved.

In addition, a study was conducted using field data on learners' abilities, the paradigms they used, learning scenarios, learner characteristics, and learners' attitudes. The design stage is carried out through product design in the form of e-modules. The product design for module development includes developing instructional objectives, task analyses, and assessment criteria in accordance with the e-module to be prepared. The development stage involves preparing instructional materials in accordance with the determined characteristics of the modules. The module's content is structured to align with the chosen contextual approach. The e-modules developed are then tested to validate materials, modules, and languages. The implementation stage involves deploying e-module products in real classroom learning situations. The purpose of this stage is to test the product's practicality, effectiveness, and usability. The evaluation stage involves identifying product revisions based on validation and field test results.

RESULTS AND DISCUSSION

Stages of Analysis

The analysis stage is carried out through the examination of theoretical studies and field needs. Theoretical studies focus on identifying products by considering their suitability for learning objectives. Meanwhile, the actual study is carried out through needs analysis. The results of the analysis can be described as follows:

Table 1. Results of Observation of the Learning Conditions of Pancasila Education

Aspects observed	Indicator	Observation Results
Learning approaches and models	Suitability with learner characteristics and learning objectives	Dominated by a traditional approach (<i>teacher-centered</i>). Students become passive learning subjects.
Teaching materials	Suitability of the material with learning objectives	The material is in accordance with the learning objectives, but is still abstract, not yet contextually linked
Media and teaching materials	Variety and availability of teaching media and materials	The learning media uses videos projected onto a screen. Teaching materials used include packaged books and <i>PowerPoint presentations</i> .
Learning environment	Classroom atmosphere and facility support	A conducive classroom environment supported by adequate facilities

Source: *Research*, 2025

The methods used in the needs analysis are observation and interviews. The results of the observation process can be displayed in **Table 1**. Interview results with teachers support the observation data presented above on the Pancasila Education learning process. Based on the interview conducted, the Pancasila Education teacher said:

“The availability of media and teaching materials is not enough to accommodate students in learning. The books used in the package tend to be textual and normative, and not always contextualized with students' real lives. The book emphasizes memorizing concepts, while current learning requires students to understand values critically and creatively and to implement them in daily life. Pancasila Education teaching materials, which are abstract, need to be supported by the provision of contextual teaching materials so that they can be understood more clearly and meaningfully by students” (interview, May 10, 2025).

Given these obstacles, students expect flexible, independent learning resources. Another obstacle is the learning method, which has not supported the delivery of abstract Pancasila Education materials, such as Archipelago Insights. Students complained that the learning method used was teacher-centered. Based on the needs analysis, both teachers and students need Pancasila Education learning resources that can improve learning and collaboration skills.

Design Stage

The previously collected information is used to design the structure and content of the e-module to be developed. At this stage, a learning design and e-module are prepared, including learning outcomes and objectives, teaching materials, module structure, presentation format, supporting media, and the design of the contextual learning activity. The steps in the design stage can be explained as follows:

1. **Material Planning:** The design of the material is preceded by curriculum analysis. Curriculum analysis aims to identify the curriculum that applies in schools for Pancasila Education. Based on the curriculum analysis, the essential materials to include in the e-module are the archipelago's conception, function, and purpose, as well as the Republic of Indonesia's geographical area. In addition, additional material was added, namely the actualization of Archipelago Insights as an integration of contextual approaches in the e-module.
2. **Product design:** The design stage is focused on creating a conceptual framework for constructing the Archipelago Insight e-module based on a contextual approach. The e-module framework can include a cover, preface, table of contents, concept map, general information, learning outcomes, learning activities, practice questions, answer keys, scoring guidelines, and a bibliography.

Development Stage

The results obtained at this stage of development are a draft or prototype of the Archipelago Insight e-module, based on a contextual approach. The construction of the module content follows composition standards based on modified literature, incorporating components of contextual approaches, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.



Figure 1. Display of the Draft e-module of the Archipelago Insight
Source: Research, 2025

The results of the draft or prototype of the e-module product can be displayed as in **Figure 1**. The e-module products developed are then subjected to a feasibility test. A feasibility test is needed to assess the product's readiness for field use. The validation test was carried out by material experts, module experts, and linguists. The validation test results showed that the archipelago insight e-module was in the very valid category.

Table 2. Validation Test Results

Validation Type	X	Xi	Category
Material	48	52	Very valid
Module	75	88	Very valid
Language	34	40	Very valid

Source: Research, 2025

Information:

X : Score Obtained

Xi : Maximum Score

The results in **Table 2** show that the archipelago insight e-module product, based on a contextual approach, received a very valid category. Subject matter experts give a score of 48 out of 52, indicating that the e-module product has met the criteria for accuracy, depth, and relevance to learning outcomes and objectives. Module experts give a score of 75 out of 88, indicating that the e-module product meets the criteria for appropriate writing structure and systematics, and that it reflects contextual inquiry. Linguists give the e-module a score of 34 out of 40, indicating that the product has met the criteria. The language in the modules is clear, correct according to linguistic rules, not long-winded, and easy for students to understand. This assessment shows that the content of the material, the structure of the e-module, and the language have been well maintained and can be implemented in field trials.

Implementation Stage

The implementation of e-module products is carried out through small-group and field tests. Small-group tests are a stage for evaluating the product's feasibility before field trials. The small-group trial was conducted with 10 test subjects, all 8th-grade students. The results of the small-group trial can be presented in **Table 3**.

Table 3. Results of Small Group Trials

No.	Trial Subject	Before Treatment	After Treatment
1.	PD 1	26	36
2.	PD 2	24	36
3.	PD 3	26	34
4.	PD 4	26	85
5.	PD 5	24	32
6.	PD 6	24	32
7.	PD 7	24	34
8.	PD 8	25	34
9.	PD 9	26	34
10.	PD 10	25	85

Source: Research, 2025

The results in **Table 3** show an increase in outcomes from before to after treatment. This shows a positive change after using the Archipelago Insight e-module in learning about Pancasila Education. Based on the results of the small-group test, it can be stated that the Archipelago Insight e-module, based on a contextual approach, can be carried out in the field.

Interest in Learning

After a small-group trial to assess the e-module's effectiveness, a field trial was conducted. The trial was conducted at Pancasila Education during two meetings. The field trial subjects were 28 grade 8 students at Mts Darun Najah Malang. The results of the trial are shown in **Table 4**.

Table 4. A Comparison of Students' Learning Interests

Before Treatment				After Treatment			
Interval	Frequency	%	Category	Interval	Frequency	%	Category
10 - 15	3	11	Very low	10 - 15	0	0	Very low
16 - 21	25	89	Low	16 - 21	0	0	Low
22 - 27	0	0	Keep	22 - 27	0	0	Keep
28 - 33	0	0	Tall	28 - 33	17	61	Tall
34 - 40	0	0	Very High	34 - 40	11	39	Very High

Source: Research, 2025

Based on **Table 4**, the results of the pre-treatment learning interest showed that 3 students were in the very low category (11%) and 25 in the low category (89%). After treatment with e-modules, 17 students were in the high category (61%) and 11 in the very high category (39%). This change reflects a positive increase in interest in learning as a result of the use of the Archipelago Insight e-module in learning Pancasila Education.

Collaboration Capabilities

Table 5. Comparison of Students' Collaboration Skills

Before Treatment				After Treatment			
Interval	Frequency	%	Category	Interval	Frequency	%	Category
10 - 15	0	0	Very low	10 - 15	0	0	Very low
16 - 21	2	7	Low	16 - 21	0	0	Low
22 - 27	26	93	Keep	22 - 27	0	0	Keep
28 - 33	0	0	Tall	28 - 33	15	54	Tall
34 - 40	0	0	Very High	34 - 40	13	46	Very High

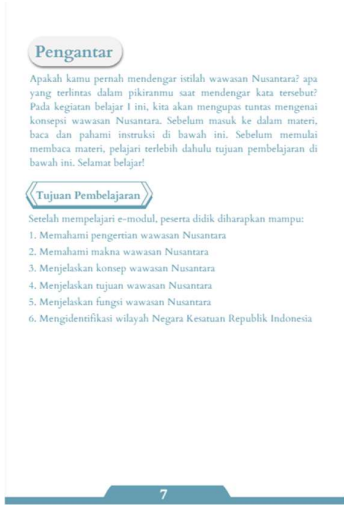
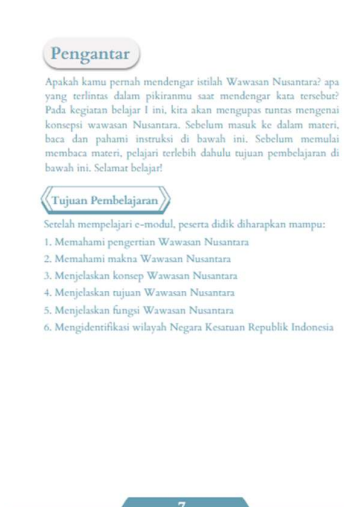
Source: Research, 2025

Based on **Table 5**, the results of collaboration ability before treatment show that 2 students (7%) are in the low category and 26 students (93%) are in the medium category. In contrast, no students reach the high or very high categories. This shows that, before the use of e-modules based on a contextual approach, students' collaboration in Pancasila Education learning was at a relatively intermediate level. After treatment with e-modules, 15 students (54%) reached the high category, 13 (46%) the very high category, and none reached the medium, low, or very low categories. This change in the distribution of grades shows that learning through e-modules based on a contextual approach effectively increases students' flexibility in collaborating during the learning process.

Evaluation Stage

The evaluation stage is a process of reviewing the product's quality and effectiveness before and after implementation. The evaluation was presented based on the results of validation, small-group, and field tests. The evaluation results are used to improve the product revision process. The revision is based on qualitative and quantitative data from expert validation tests and field trials.

Table 6. Product Revision

No	Before Revision	Revision Suggestions	After Revision
1.		Consistency in writing "Archipelago Insight"	

No	Before Revision	Revision Suggestions	After Revision
2.	<p> Mari Mengaitkan</p> <p>Bararkan tiap objek yang ada dalam foto merupakan bagian dari negara Indonesia. Objek tersebut tentunya memiliki karakteristik yang berbeda-beda, namun melalui kamera, kita dapat melihat secara keseluruhan objek tersebut dalam satu bingkai foto. Sama seperti kamera yang digunakan untuk mengambil gambar dengan sudut pandang tertentu, Wawasan Nusantara juga membantu kita dalam mengenali dan memahami Indonesia secara utuh.</p> <p>Berdasarkan analogi (perumpamaan) di atas, apakah kalian sudah mulai menemukan makna dari wawasan Nusantara? jika belum temukan dalam halaman selanjutnya!</p>	Remove the word "like"	<p> Mari Mengaitkan</p> <p>Bararkan tiap objek yang ada dalam foto merupakan bagian dari negara Indonesia. Objek tersebut tentunya memiliki karakteristik yang berbeda-beda, namun melalui kamera, kita dapat melihat secara keseluruhan objek tersebut dalam satu bingkai foto. Layaknya kamera yang digunakan untuk mengambil gambar dengan sudut pandang tertentu, Wawasan Nusantara juga membantu kita dalam mengenali dan memahami Indonesia secara utuh.</p> <p>Berdasarkan analogi (perumpamaan) di atas, apakah kalian sudah mulai menemukan makna dari wawasan Nusantara? jika belum temukan dalam halaman selanjutnya!</p>
3.	<p>8</p> <p>Dari pernyataan di atas, yang mencerminkan konsep Wawasan Nusantara adalah...</p> <p>A. 1) dan 2) B. 1), 2), dan 3) C. 2) dan 4) D. 3) dan 4) E. 1), 3), dan 4)</p> <p>3. Salah satu tujuan Wawasan Nusantara adalah memperkuat persatuan dan kesatuan bangsa. Bagaimana cara siswa di sekolah menetapkan tujuan ini dalam kehidupan sehari-hari?</p> <p>A. Bergaul hanya dengan teman dari suku yang sama B. Menghormati perbedaan budaya dan suku di sekolah C. Menghindari teman yang berbeda agama D. Hanya mengikuti kegiatan yang sesuai dengan daerah asal E. Menolak beasiswa sama dengan teman dari daerah lain</p>	Replace the word "from" with "based on"	<p>8</p> <p>2. Perhatikan pernyataan berikut!</p> <p>1) Indonesia memiliki beragam suku dan budaya. 2) Indonesia terdiri dari ribuan pulau yang tersebar luas. 3) Wawasan Nusantara menjunjung tinggi persatuan dan kesatuan. 4) Wawasan Nusantara mengutamakan kepentingan satu kelompok saja.</p> <p>Berdasarkan pernyataan di atas, yang mencerminkan konsep Wawasan Nusantara adalah...</p> <p>A. 1) dan 2) B. 1), 2), dan 3) C. 2) dan 4) D. 3) dan 4) E. 1), 3), dan 4)</p>
4.	<p>Soal Pilihan Ganda</p> <p>1. Yang dimaksud dengan wawasan Nusantara adalah...</p> <p>A. Cara pandang bangsa Indonesia terhadap budaya luar B. Cara melihat wilayah Indonesia dari sudut pandang internasional C. Cara pandang dan sikap bangsa Indonesia terhadap diri dan lingkungannya sebagai satu kesatuan D. Upaya mengenalkan budaya lokal ke dunia internasional E. Pandangan dunia yang bersumber dari negara-negara maritim</p>	Improve the neatness of the spelling on the answer key.	<p>Soal Pilihan Ganda</p> <p>1. Yang dimaksud dengan wawasan Nusantara adalah...</p> <p>A. cara pandang bangsa Indonesia terhadap budaya luar B. cara melihat wilayah Indonesia dari sudut pandang internasional C. cara pandang dan sikap bangsa Indonesia terhadap diri dan lingkungannya sebagai satu kesatuan D. upaya mengenalkan budaya lokal ke dunia internasional E. pandangan dunia yang bersumber dari negara-negara maritim</p>
5.	<p>Daftar Pustaka</p> <p>Budianoso, H. (1997). Wawasan Nusantara dan Ketahanan Nasional dalam Kebijakan Nasional dan Perencanaan Pembangunan. <i>Jurnal Ketahanan Nasional</i>, 1(1).</p> <p>Fa'iz, K. (2018). Wawasan Nusantara dan Kedaulatan Negara. <i>Cempaka Putih</i>.</p> <p>Ratih, L. D., & Njajcha, U. F. (2021). Wawasan Nusantara Sebagai Upaya Membangun Rasa dan Sikap Nasionalisme Warga Negara : Sebuah Tinjauan Literatur. <i>Jurnal Global Citizen</i>, 10(2).</p> <p>Saparyanto, Y. (2018). Wawasan Nusantara. <i>Cempaka Putih</i>.</p> <p>Winarno. (2019). <i>Paradigma Baru Pendidikan Kewarganegaraan: Panduan Kalah di Perguruan Tinggi</i>. Bumi Aksara.</p> <p>44</p>	Improve writing in reference lists.	<p>Daftar Pustaka</p> <p>Budianoso, H. (1997). Wawasan Nusantara dan Ketahanan Nasional dalam Kebijakan Nasional dan Perencanaan Pembangunan. <i>Jurnal Ketahanan Nasional</i>, 1(1).</p> <p>Fa'iz, K. (2018). Wawasan Nusantara dan Kedaulatan Negara. <i>Cempaka Putih</i>.</p> <p>Ratih, L. D., & Njajcha, U. F. (2021). Wawasan Nusantara Sebagai Upaya Membangun Rasa dan Sikap Nasionalisme Warga Negara : Sebuah Tinjauan Literatur. <i>Jurnal Global Citizen</i>, 10(2).</p> <p>Saparyanto, Y. (2018). Wawasan Nusantara. <i>Cempaka Putih</i>.</p> <p>Winarno. (2019). <i>Paradigma Baru Pendidikan Kewarganegaraan: Panduan Kalah di Perguruan Tinggi</i>. Bumi Aksara.</p> <p>44</p>

Source: Research, 2025

The results of the product revision based on validation and field tests are shown in **Table 6**.

Discussion

The effectiveness of the Archipelago Insight e-module, based on a contextual approach, is supported by field test results comparing after-treatment and before-treatment. Based on the field test, there was a positive change in students' learning interests. The pre-treatment data showed that 11% were in the very low learning interest category, while 89% were in the very low category. Meanwhile, after using the Archipelago Insight e-module product based on a contextual approach, the data showed a 61% increase in the high category and a 39% increase in the very high category. Meanwhile, for collaboration ability, pre-treatment results showed 7% were in the low category, while 93% were in the medium category. After treatment, the distribution changed to 54% in the high category and 46% in the very high category. The

positive changes indicate that this e-module is effective in increasing students' interest in learning and collaboration skills. This improvement reflects the success of the contextual approach in delivering learning that is meaningful, relevant, and closely aligned with learners' real experiences. The material is presented not only in text but also includes stimulating activities, supportive illustrations, and attractive visual displays.

The discussion of the material in the contextual module is applicable and relevant to the learner (Prasetya *et al.*, 2025). The material presented in this e-module is designed to be relevant to the student's environment. The material is presented in the context of real situations students experience to provide a more meaningful impression. Learning materials developed using a contextual approach have characteristics in which the facts, concepts, and principles presented must be closely aligned with the context of the environment in which students are located (Chaer *et al.*, 2025). The e-modules developed can integrate the concept of Archipelago Insight into daily life, for example, through material on cultural diversity, state borders, and actualization across various fields of life. Several previous studies relevant to this research indicate that online modules using a contextual approach improve students' attention and engagement, thereby increasing their interest in learning (Rosmery, 2025).

Another study found that developing contextual e-learning content can improve student learning outcomes by using examples relevant to daily life (Corneasari, 2025). Previous research indicates that the use of Pancasila education teaching materials incorporating character education dimensions, accompanied by contextual examples, has a positive impact on student learning outcomes. Instructional materials with contextual examples make it easier for students to analyze abstract concepts (Sulistyarini & Dewantara, 2020). Instructional materials that use a contextual approach can stimulate students' motivation to learn. Students respond positively to learning that utilizes contextual instructional materials (Zega, 2025). An analysis of the effectiveness of the Archipelago Insight e-module product based on a contextual approach using theory, contextual teaching, and learning. Contextual teaching and learning is a learning approach that aims to help students find meaning in the academic material they learn by connecting it to daily life, both personally, socially, and culturally (Nababan & Sipayung, 2023).

An important message in this regard is that the contextual approach seeks to build on students' prior learning experiences and relate them to subsequent learning. Positive changes in learning interests and collaboration abilities through the Archipelago Insight e-module, based on a contextual approach, based on learning activities carried out by students. Through contextual teaching and learning, students build relevant relationships, work together, think critically and creatively, and are directly involved in the academic assessment process. This approach makes it easier for students to understand the material while gaining knowledge through real-world experience, thereby making learning more meaningful (Hasanah *et al.*, 2025). This meaningfulness encourages students' active involvement, which is one indicator of learning interest (Purwonegoro & Trisnawati, 2025). Collaboration has improved, as the contextual approach supports students' learning through the Learning Community. This concept places students in a learning community where they can interact with each other, collaborate, and share ideas (Windy *et al.*, 2024). Through the learning community, students not only understand the material but also develop social skills such as responsibility and cooperation.

CONCLUSION

Based on the results, it can be concluded that the development of the archipelago insight e-module using a contextual approach is effective in increasing grade 8 students' interest in learning and collaboration skills at NTs Darun Najah Malang. Significant changes occurred between the pre- and post-treatment periods. There is increased interest in learning and collaboration at low, medium, high, and very high levels. The archipelago insight e-module, grounded in a contextual approach, can be an effective

alternative learning resource, not only providing relevant information but also developing 21st-century competencies, such as collaboration skills. Therefore, the use of this e-module is recommended for wider implementation across various units and levels of education, with further development that adapts to students' needs and different learning characteristics.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the article's data and content are free of plagiarism.

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