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A Needs Analysis of an E-Module Integrating Banjar Local Wisdom to Support Literacy Learning among Junior High School Students in South Kalimantan

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Abstract. Contextual literacy learning that is closely connected to students' everyday lives has the potential to enhance their reading interest and comprehension. One relevant context is Banjar local wisdom, which constitutes an integral part of the cultural heritage of South Kalimantan communities. This study aims to analyze the need for an e-module to support literacy learning incorporating Banjar local wisdom among junior high school students in South Kalimantan. The study employed a descriptive quantitative approach using a survey method. The participants comprised five Indonesian language teachers from schools across South Kalimantan, namely SMP GIBS, SMPN 2 Mandastana, MTs Al-Furqan 3, SMPN 4 Sungai Tabuk, and SMPN 1 Jorong, as well as 31 seventh-grade junior high school students. Data were collected through questionnaires addressing cultural and Banjar local wisdom contexts, including Banjar culture in general, Sasirangan fabric, floating markets, and traditional Banjar cuisine. The data were analyzed descriptively using percentages. The findings indicate that all teacher responses (100%) and the majority of student responses (80.1%) agreed with the incorporation of Banjar local wisdom into literacy learning. The teachers perceived Banjar cultural contexts as relevant for enhancing students' interest in literacy learning, while the students demonstrated an interest in learning materials and reading texts incorporating Banjar culture and traditions. These findings suggest that developing an e-module incorporating Banjar local wisdom is necessary to support literacy learning that is more contextual, engaging, and aligned with the characteristics of junior high school students in South Kalimantan
Keywords: ***e-module; literacy; Banjar local wisdom; Banjar culture; needs analysis***

INTRODUCTION

Reading literacy is one of the fundamental competencies that determines the quality of human resources in the global era. However, the state of literacy among Indonesian students remains a recurring concern. The results of the Programme for International Student Assessment (PISA), administered by the Organisation for Economic Co-operation and Development(OECD), indicate that Indonesian students' literacy performance remains relatively low compared with that of students from other participating countries [1]. his condition highlights the need for literacy instruction in schools, particularly at the junior high school level, to adopt approaches that are more relevant to students' lived experiences [2] enabling their reading interest and comprehension to develop optimally[3], rather than merely transferring reading skills through rigid and decontextualized practices [4], [5].

One approach widely recommended to address this issue is contextual literacy learning [6], which connects instructional materials with the environment, experiences, and cultural contexts that are closely related to students' everyday lives. Local wisdom, as an integral component of a community's cultural identity, has considerable potential to serve as a learning context because it can bridge the gap between abstract instructional content and students' lived realities [7]. The integration of local wisdom into Indonesian language and literature education has been widely examined across different regions and through various forms of instructional media [8], anging from printed teaching materials and flipbooks to digital e-modules.

South Kalimantan, a region strongly associated with Banjar culture, possesses a rich array of local wisdom that has considerable potential to be utilized as a context for literacy learning [9], Nevertheless, its integration into Indonesian language instruction at the junior high school level has not yet been systematically investigated to a substantial extent[10]. Banjar local wisdom, including Floating Markets, Sasirangan fabric, and various traditional Banjar culinary products, represents not only tourist attractions or cultural heritage but also embodies the historical values and ways of life of the local community[11]. The Floating Market in Banjarmasin, for instance, developed around the establishment of the Sultan Suriansyah Kingdom along the Kuin River and subsequently became a traditional trading center where the Banjar community conducted commercial activities using wooden boats known as jukung. Furthermore, research integrating the wetland-based local wisdom of South Kalimantan, including trading activities at floating markets, into language learning has demonstrated that values such as perseverance can be incorporated through descriptive, observational, and listening texts, indicating that Banjar local wisdom constitutes a rich source of

instructional materials [12], However, its specific utilization in developing digital literacy instructional materials for junior high school students remains limited.

At the same time, the need for local-wisdom-based instructional materials presented in digital formats, such as e-modules, is becoming increasingly important in response to the demands of twenty-first-century learning. Studies on local-wisdom-based modules have been conducted in various educational contexts and subject areas, including needs analyses of e-modules incorporating local wisdom [13] However, a needs analysis specifically addressing the development of an e-module for Indonesian language literacy learning at the junior high school level in South Kalimantan has yet to be identified. This gap provides the rationale for the present study.

Based on this background, the present study seeks to address this gap by analyzing the need for developing an e-module for literacy learning that incorporates Banjar local wisdom for junior high school students in South Kalimantan. This needs analysis is important for determining the extent to which teachers and students perceive Banjar local wisdom as a relevant context for literacy learning, while also providing an empirical basis for developing an e-module that is contextual, engaging, and aligned with the characteristics and learning needs of junior high school students in the region. Accordingly, this study is expected to contribute theoretically by enriching ethnopedagogical scholarship[14] in South Kalimantan, a region that remains relatively underexplored in this area, and practically by providing a foundation for the future development of literacy instructional materials grounded in local culture.

METHODS

This study employed a descriptive research design with a quantitative approach and a survey method to map and describe students' needs[15] regarding the development of an e-module for literacy learning incorporating Banjar local wisdom for junior high school students in South Kalimantan. The data sources consisted of 31 eighth-grade students from five schools, namely SMP GIBS, SMPN 2 Mandastana, SMPN 1 Banjarbaru, SMPN 1 Jorong, and SMPN 4 Sungai Tabuk. The participants were selected using purposive sampling based on the consideration that they had experience in Indonesian language learning at the junior high school level and lived within a Banjar cultural environment. The research data consisted of quantitative data obtained from students' responses to a needs analysis questionnaire, covering their perceptions, interests, and needs regarding an e-module for literacy learning incorporating Banjar local wisdom. The questionnaire addressed four contextual aspects: (1) Banjar culture in general, (2) Banjar local wisdom, (3) Sasirangan fabric, and (4) traditional Banjar cuisine. Data were collected using a closed-ended questionnaire employing a Likert scale with response options ranging from strongly disagree to strongly agree[16]. The data were analyzed descriptively and quantitatively by tabulating the scores for each item and aspect and calculating the percentage based on the ratio between the obtained score and the maximum possible score. The resulting percentages were used to describe the level of students' needs [17] for the development of an e-module for literacy learning incorporating Banjar local wisdom.

Data Analysis

Table 1 . Summary of Student Survey Responses Regarding Banjar Cultural and Local Wisdom Literacy Instructio

Question	Agree	Disagree	Percentage of Agreement	Percentage of Disagreement
I find it easier to understand texts related to Banjar life and culture.	26	5	83,87%	16,13%
I would like literacy learning materials to include information about Banjar culture and local wisdom.	26	5	83,87%	16,13%
Incorporating Banjar culture and local wisdom into literacy learning materials makes me more interested in learning.	26	5	83,87%	16,13%
I am interested in reading texts about the culture and traditions of the Banjar community.	28	3	89,3%	9,7%
I am interested in learning about Sasirangan fabric through literacy learning materials.	27	4	87,1%	12,9%
I am interested in reading texts about activities at the Floating Market.	29	2	93,5%	6,5%
I am interested in reading texts about traditional Banjar cuisine.	29	2	93,5%	6,5%
	Total		87,86%	12,14%

RESULTS AND DISCUSSION

The student needs analysis was conducted to identify students' responses and needs regarding literacy learning that utilizes Banjar cultural and local wisdom contexts. This analysis served as the basis for determining the need for

developing an e-module incorporating Banjar local wisdom for junior high school students in South Kalimantan. The respondents consisted of 31 seventh-grade junior high school students.

The needs analysis instrument comprised seven statements addressing students' understanding, interest, and needs regarding literacy materials that integrate Banjar culture and local wisdom. The data were analyzed descriptively using percentages based on the number of students who indicated agreement or disagreement with each statement.

The results showed that the average percentage of students who agreed was 87.86%, while the average percentage of students who disagreed was 12.14%. These findings indicate that most students responded positively to the use of Banjar culture and local wisdom as contexts for literacy learning. The high percentage of agreement suggests a need for instructional materials that integrate literacy content with the social and cultural environment closely connected to students' everyday lives.

For the first statement, 26 students (83.87%) agreed that they found it easier to understand texts related to Banjar life and culture, while 5 students (16.13%) disagreed. This finding suggests that connecting texts to students' immediate environment may facilitate reading comprehension. Students possess prior experiences and knowledge of the culture surrounding them, enabling them to relate information presented in texts to their existing knowledge.

Furthermore, 26 students (83.87%) expressed a desire for literacy materials to include information about Banjar culture and local wisdom. This finding indicates that students need learning materials that provide not only general information but also knowledge related to the Banjar cultural environment [18]. Incorporating local culture into instructional materials can provide learning experiences that are more closely connected to students' identities and social lives.

Regarding the use of Banjar culture and local wisdom in literacy learning materials, 26 students (83.87%) agreed that incorporating these contexts would increase their interest in learning. This finding demonstrates the potential of local culture as a learning resource for fostering students' interest. Materials connected to everyday life may encourage greater student engagement because the topics are familiar rather than entirely unfamiliar to them.

A higher level of response was observed for the statement concerning students' interest in reading texts about the culture and traditions of the Banjar community. A total of 28 students (89.3%) agreed, while only 3 students (9.7%) disagreed. This high percentage indicates that Banjar culture and traditions have strong potential to be developed as textual resources for literacy learning.

The needs analysis also revealed students' interest in materials specifically addressing Sasirangan fabric. A total of 27 students (87.1%) expressed interest in learning about Sasirangan fabric through literacy materials, whereas 4 students (12.9%) disagreed. This finding indicates that this distinctive element of Banjar cultural identity can serve as one of the content areas in the development of the e-module. Information about Sasirangan can be presented through various text types and literacy activities that enable students to acquire information while simultaneously developing their understanding of local culture [18], [19]

The highest percentage of agreement was recorded for students' interest in reading texts about activities at the Floating Market. A total of 29 students (93.5%) agreed, while 2 students (6.5%) disagreed. The same percentage was found for students' interest in reading texts about traditional Banjar cuisine, with 29 students (93.5%) agreeing and 2 students (6.5%) disagreeing.

The high levels of student interest in the Floating Market and traditional Banjar cuisine indicate that students are particularly attracted to literacy materials featuring concrete cultural elements that are closely connected to community life. These two aspects can serve as prominent themes in the development of instructional materials because of their strong appeal to students. The Floating Market can be developed as a source of texts addressing social life, economic activities, and Banjar traditions. Meanwhile, traditional Banjar cuisine can provide a context for presenting information about cultural identity, traditions, and community life.

Overall, the needs analysis indicates that students require literacy instructional materials that are more contextual and closely connected to their cultural environment. The average agreement rate of 87.86% demonstrates a highly positive response toward integrating Banjar local wisdom into instructional materials. Therefore, the development of an e-module incorporating Banjar local wisdom is strongly supported by students' identified needs and has considerable potential to support literacy learning among junior high school students in South Kalimantan.

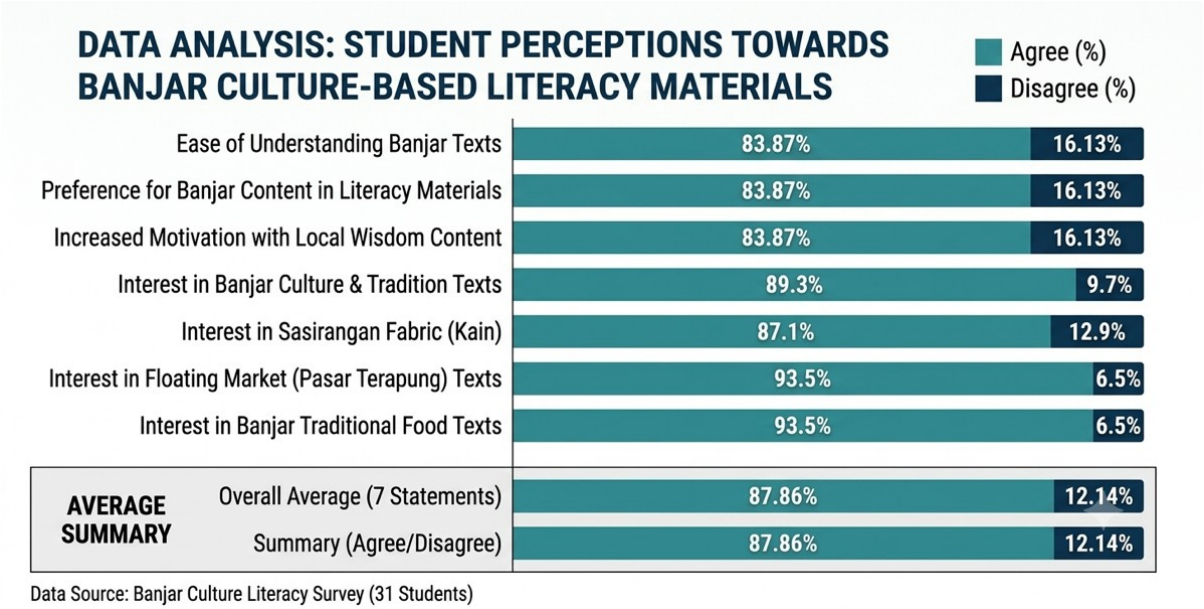

Figure 1. Data Analysis Banjar Culture-Based Literacy Materials

Discussion

The needs analysis results indicate that most students responded positively to literacy learning that integrates Banjar culture and local wisdom. These findings suggest that instructional materials closely connected to students' social and cultural environments have the potential to support a more contextualized learning process. The 83.87% agreement rate for the statement concerning students' ease of understanding texts related to Banjar life and culture indicates that cultural context can facilitate students' comprehension of information [5]. The close connection between textual content and students' experiences enables them to relate the information they read to their existing knowledge [20]. In literacy learning, this connection is important because text comprehension is influenced not only by reading ability but also by students' capacity to relate new information to their prior experiences and knowledge.

The finding regarding students' interest in materials incorporating Banjar culture and local wisdom further indicates that instructional content should be aligned with the characteristics of students' surrounding environment [21]. Instructional materials that rely exclusively on general contexts may provide learning experiences that are less connected to students' everyday realities. Conversely, incorporating local cultural contexts can enhance the relevance of literacy materials to students' lives..

The 89.3% level of interest in texts about the culture and traditions of the Banjar community indicates that local culture can serve as a valuable source for providing reading materials. Cultural practices and traditions can be developed into various types of texts according to the intended learning objectives. Thus, local wisdom can function not merely as supplementary information in instructional materials but also as a primary source for developing literacy content [22].

Students' interest in Sasirangan fabric, the Floating Market, and traditional Banjar cuisine also provides an indication of the types of content that can be incorporated into the e-module. These three elements represent familiar components of the cultural environment of South Kalimantan communities and have considerable potential to be presented through engaging reading materials [23]. The Floating Market and traditional Banjar cuisine received the highest percentage of agreement, at 93.5%. This finding indicates that students have a strong interest in cultural topics closely related to everyday life [24]. herefore, these two themes can be prioritized in the development of e-module content. Texts about the Floating Market can be used to develop students' abilities to identify information, comprehend main ideas, and interpret information. Meanwhile, traditional Banjar cuisine can be presented through informative, descriptive, and procedural texts.

Based on the overall findings, students' needs for an e-module extend beyond simply transforming instructional materials from printed to digital formats. The primary needs reflected in students' responses concern the availability of literacy materials that are contextual, engaging, closely connected to their everyday lives, and grounded in Banjar local culture. Therefore, the e-module should position Banjar local wisdom as an integral component of the learning content [25].

Accordingly, the student needs analysis provides a strong basis for developing an e-module incorporating Banjar local wisdom to support literacy learning. The e-module can be designed around themes related to Banjar culture and traditions, Sasirangan fabric, the Floating Market, and traditional Banjar cuisine, which can serve as sources for reading texts and literacy activities. Such development is expected to produce instructional materials that are more contextual and better aligned with the interests and learning needs of junior high school students in South Kalimantan.

CONCLUSION

Based on the results of the student needs analysis, it can be concluded that the development of an e-module incorporating Banjar local wisdom has a strong needs-based rationale for supporting literacy learning among junior high school students in South Kalimantan. The average percentage of students indicating agreement was 87.86%, while the percentage indicating disagreement was 12.14%, demonstrating that most students prefer literacy materials that are closely connected to their everyday lives and cultural environment. The students also indicated that texts related to Banjar life and culture were easier to understand and could enhance their interest in literacy learning.

The students' needs for e-module content were reflected in their strong interest in materials featuring the culture and traditions of the Banjar community, Sasirangan fabric, the Floating Market, and traditional Banjar cuisine. The highest level of interest was recorded for texts about the Floating Market and traditional Banjar cuisine, each receiving an agreement rate of 93.5%. Therefore, the e-module should incorporate literacy texts and activities grounded in Banjar local wisdom that are contextual, engaging, and aligned with students' sociocultural environment. These needs analysis findings provide a basis for developing an e-module as an instructional resource that can support literacy learning while simultaneously introducing and strengthening students' understanding of Banjar local wisdom.

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