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The Urgency of Developing Digital Teaching Modules with Luwu Cultural Context for Literacy Skills

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ABSTRACT

The lack of representation of local culture in teaching materials and literacy challenges in the digital era reinforce the importance of developing interactive, relevant, and contextual teaching modules to increase student engagement and motivation in learning. So the need for innovation in the development of digital teaching modules that not only support students' literacy skills, but also strengthen local cultural identity, especially Luwu culture. This research aims to develop a Luwu Culture-based Digital Teaching Module designed to improve students' literacy skills. The method used is research and development (R&D) with the ADDIE model approach which consists of five stages, namely analysis, design, development, implementation, and evaluation. The data analysis techniques used include qualitative and quantitative descriptive approaches to measure the validity, practicality, and effectiveness of the developed teaching modules. This module offers innovation in the form of combining literacy aspects with strengthening local culture, creating a more meaningful learning experience for students. The results of the research showed that the digital teaching module based on the Luwu cultural context proved to be valid and very practical in supporting the improvement of students' literacy skills. The validity assessment showed an average score of 81%, indicating that the module is highly relevant, comprehensive and easy to understand. Similarly, the practicality test results showed an average score of 88%, indicating that this module is very practical in terms of ease of use, effectiveness in learning, and efficiency of implementation time. This local culture-based digital teaching module can be used effectively in literacy learning to strengthen students' cultural identity and increase their engagement.

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1. INTRODUCTION

Teaching modules are learning tools that are systematically designed, including material, methods, media, and evaluation to assist teachers in delivering lessons according to the curriculum (Salsabilla et al., 2023). This module plays an important role in supporting teachers to manage learning in a structured manner, so that students can follow the learning process independently and directed (Latif et al., 2021). Meanwhile, in the digital era, the development of information technology has affected various aspects of life, including in the field of education (Andrini et al., 2019). The use of technology in the learning process not only facilitates access to teaching materials, but also allows innovation in teaching methods (Hasriadi, 2022; Apriani et al., 2021). One such innovation is the development of digital-based teaching modules. Digital teaching modules have advantages in terms of flexibility, interactivity and affordability, which can be utilised to improve the quality of learning, especially in developing students' literacy skills (Lastri, 2023).

In the context of the Merdeka Curriculum, literacy includes the ability to understand, evaluate and critically analyze information from various types of texts (Santoso et al., 2023; Maulana et al., 2022). However, there are several challenges in literacy education in Indonesia, especially in the digital era. One of them is the lack of teaching materials that are able to combine technological aspects with locally relevant content (Baharuddin et al., 2021). The use of digital teaching modules in schools is still limited, and the materials available are often general and do not pay attention to the cultural diversity in each region (Rantina et al., 2023). This results in low student motivation in learning because the material presented is less contextualized and does not reflect their daily lives (Arnida et al., 2022). As a result, students often find it difficult to understand and relate learning to their environment, which results in decreased engagement and literacy skills (Maesaroh et al., 2021). In the digital era that demands analytical and critical thinking skills, innovations in interactive and contextualized teaching materials are needed (Nurhalisa et al., 2021). Therefore, a richer and more relevant approach is needed, one of which is by developing digital teaching modules by utilizing the wealth of local culture as a learning context. Local culture can provide students with meaningful learning experiences, by linking teaching materials to everyday life that they are familiar with, thus increasing student engagement and motivation in learning (Zahrika et al., 2023).

The novelty offered in this research lies in the development of digital teaching modules that integrate Luwu local culture into learning materials. Unlike conventional teaching modules, this digital teaching module not only focuses on literacy aspects, but also emphasizes the importance of understanding local cultural values. The module is designed with an interactive approach to increase student engagement, as well as using digital technology to present more dynamic and interesting content. This is expected to provide a more contextualized learning experience, which is relevant to the daily lives of students in the Luwu region.

Research related to the development of digital-based teaching modules has been conducted in many places. For example, some previous studies have shown that the use of digital technology in learning can increase student participation and motivation (Sakti, 2023). In addition, there are also studies that show that teaching modules based on local culture can strengthen students' identity and connect them with their cultural roots (Primasari et al., 2021). However, research that combines the use of digital teaching modules with Luwu cultural content is still very limited. This research seeks to fill the gap by designing digital teaching modules that not only focus on literacy, but also prioritize the integration of Luwu culture as an important part of the learning process.

This research aims to develop a digital teaching module based on Luwu local culture that can improve students' literacy skills. This module is designed to meet the needs of interactive and contextual learning, so that students not only understand learning materials globally but also have a deeper understanding of local cultural values. In addition, this study also aims to measure the validity, practicality, and effectiveness of the developed teaching module, as well as to see the extent to which this module is able to increase student motivation and involvement in the teaching and learning process.

2. METHODS

2.1 *Research Design and Stage*

This research uses the Research and Development (R&D) method, which aims to produce a product in the form of a digital teaching module based on Luwu local culture designed to improve students' literacy skills. This research design follows the ADDIE development model which consists of five stages, namely analysis, design, development, implementation and evaluation (Nurhikmah et al., 2023). Through this approach, the development of teaching modules not only focuses on achieving literacy skills, but also on efforts to integrate Luwu's local cultural wealth into the context of student learning.

The stages of developing a digital teaching module based on Luwu culture towards literacy skills follow the five stages of ADDIE. Analysis with the needs and learning outcomes and literature review of the Luwu cultural context. The Design stage designs the digital teaching module in the context of Luwu culture. The development stage develops digital teaching modules in the context of Luwu culture, expert validation to get suggestions, input and comments that can be used as a basis for better development. Implementation stage, implementing digital teaching modules and distributing questionnaires to test the practicality and effectiveness of the products that have been produced. Evaluation stage evaluates the results of the implementation and then revises the final product.

2.2 *Data Analysis and Conclusion Drawing Technique*

Data analysis techniques for research on the development of Digital Teaching Modules in the context of Luwu Culture on literacy skills include qualitative and quantitative descriptive analysis approaches, as listed in the table of stages previously provided. Qualitative data was obtained from observations of the implementation of digital teaching modules in the context of Luwu culture which included student involvement, practicality of module use, and teacher responses to the relevance of local culture in teaching materials. Meanwhile, quantitative data was obtained from the assessment results by content and construction experts, cultural experts, and media experts, as well as the results of the questionnaire questionnaires that had been distributed. This assessment includes aspects of content validity, module effectiveness in improving students' literacy skills, and practicality of implementation in the classroom. The questionnaire results will also be used to evaluate students' responses to the use of the digital teaching module, including its effect on motivation and engagement in literacy learning. The data obtained will be analysed to measure the level of validity, practicality and effectiveness of the teaching modules developed. The following is the calculation formula for data analysis carried out in this study:

1. Validity Analysis of Teaching Module

$$Percentage = \frac{(\sum Score\ Given\ by\ Validators)}{\sum Maximum\ Score} x100\%$$

After obtaining validity data from experts, the total score of each indicator is categorised based on the criteria in Table 2. If the results obtained reach more than 60%, the product in the form of a teaching module is said to be valid or suitable for use or can be tested.

Table 2. Product Validity Criteria (Riduwan, 2016)

Category	Percentage %
Very Valid	80 < N ≤ 100
Valid	60 < N ≤ 80
Fairly Valid	40 < N ≤ 60
Less Valid	20 < N ≤ 40
Not Valid	0 < N ≤ 20

2. Practicality Analysis of Teaching Module:

$$Percentage = \frac{(\sum Score\ Obtained)}{\sum Maximum\ Score} x100\%$$

The analysis of the practicality test of the teaching module was carried out by providing questionnaires for teachers and students, to determine the value of student and teacher responses to the modules that had been given to students. Based on table 3, if the results obtained are more than 60%, the product in the form of teaching modules developed can be said to be practical to be used or implemented in the learning process.

Table 3. Product Practicality Criteria (Riduwan, 2016)

Category	Percentage %
Very Practical	80 < N ≤ 100
Practical	60 < N ≤ 80
Fairly Practical	40 < N ≤ 60
Less Practical	20 < N ≤ 40
Not Practical	0 < N ≤ 20

FINDINGS AND DISCUSSION

3.1 Findings

The process of developing the Luwu Cultural Context Digital Teaching Module focused on improving students' literacy skills involved a series of activities and stages. These stages follow the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model which includes needs analysis, module design, development, implementation, and evaluation. A summary of the activities and outputs generated from each phase is presented in the table below.

1. Analysis Phase

This literacy teaching module with the theme 'Luwu Culture' is designed to introduce students to the rich local culture of the Luwu region, South Sulawesi. The module aims to improve students' literacy skills through the exploration of cultural aspects, history, traditions, and local wisdom of the Luwu people. The 'Luwu Culture' digital module is an interactive teaching material designed to introduce and preserve the richness of Luwu culture through an attractive and accessible digital approach. The module utilises digital technology to support independent, collaborative and flexible learning, while emphasising an in-depth understanding of the traditions and cultural heritage of Luwuq, which includes history, customs, arts, language and local cuisine.

The main features of the Luwu Culture Digital Module are (1) Interactive and Multimedia Design: This module is equipped with interactive images, videos, and animations that make it easier for students to visualize Luwu culture, such as the architecture of Tongkonan traditional houses, regional arts, folklore, legends, and traditional dances, (2) Use of Augmented Reality (AR) Technology: This feature allows students to explore a virtual environment that replicates the cultural landscape of Luwuq, including the hands-on experience of seeing traditional houses, and cultural heritage tombs, (3) Integrated Materials: This module includes a variety of materials such as traditional houses, traditional arts, historical heritage buildings, folklore, legends, as well as typical Luwu food, presented systematically and interactively through text, audio, and video. All materials can be accessed online or offline, (4) Digital-based Activities: Various learning activities such as interactive quizzes, educational games, and online-based collaborative projects, help students apply knowledgte about Luwu culture in a practical and fun way, (5) Flexible Access: The module can be accessed through various devices such as laptops, tablets, or smartphones, so that students can learn anywhere and anytime, either independently or in groups, and (6) Connection with Local Communities: Through this module, students can also connect with Luwu cultural communities through digital platforms, such as interviews with traditional leaders, participation in online discussions, or watching live cultural performances.

This digital module is a combination of traditional teaching with digital technology, aiming to preserve Luwu culture while preparing students to face the challenges of the modern world. The objectives of the Digital Teaching Module are (1) Improving students' digital literacy while learning and understanding Luwu culture, (2) Developing a sense of pride and love for local culture, and (3) A modern and relevant learning experience with the latest technology.

2. Design Stage

At the design stage, discussions were held with the Research Team. The design stage is based on the competency indicators of the education quality report card which include (1) Understanding Information Text (A.1.1), Reading Text (A.1.2), Accessing and Finding Text Content (A.1.3), Interpreting and Understanding Text Content (A.1.4), and Evaluating and Reflecting on Text Content (A.1.5). The development of literacy texts on Luwu culture requires an approach that focuses on students' understanding of the language, dances, traditional houses, folk tales and arts along with improving their literacy skills. Each text ends with questions that cover aspects of knowledge, understanding, analysis and application through various types of questions. The design of the Luwu Cultural Context-Based Digital Teaching Module is based on the Competency level of Literacy skills based on the levels on the Education quality report card.

Cultural Content Covered in the Digital Teaching Module Customary Houses, Typical Luwu Food, Traditional Dances, Songs, Poems, Folklore, and Abstinence (Pamali). The description of Culture is explained as follows:

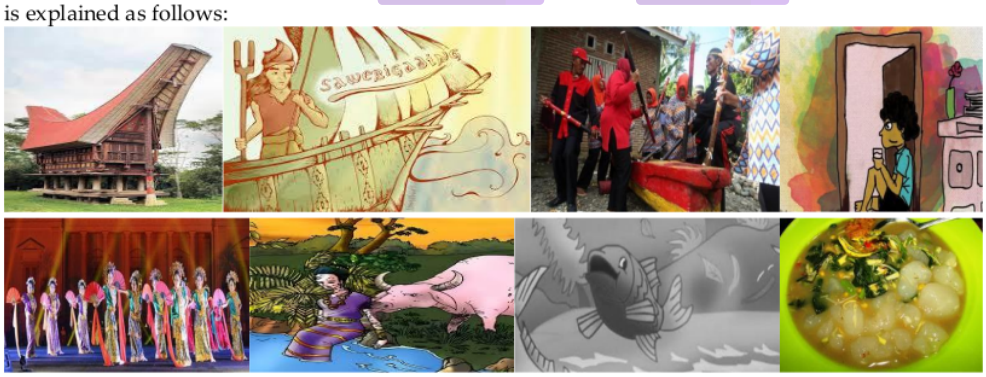


Figure 1: Cultural Context in the Content of the Teaching Module

Design of mathematical problems with the theme of Tongkonan House, Tomb of Datuk Patimmang, Ma'balendo, Kapurung, Pajaga Bone Balla Dance, Luwu Ancestral Land Poetry, Folktale of Fisherman's Child and Mackerel, Folktale of Princess Tadampali, Sawerigading, dan Pamali. The Cultural Introduction tubers that are used as content in the teaching module are presented in Figure 1 and Table 4 description

Table 4. Luwu Culture Covered in the Luwu Cultural Context Module

Luwu Culture	Description
Tongkonan House	The Tongkonan house is a traditional residence of the Toraja tribe from South Sulawesi, Indonesia. It holds significant importance as the center of social, cultural, and spiritual life for the Toraja people. Architecturally, this house has a very distinctive shape, with a curved roof resembling an upside-down boat or buffalo horns, which are considered symbols of social status and Toraja culture.
Tomb of Datuk Patimmang	Located in Pattimang Village, Malangke District, North Luwu Regency, South Sulawesi, this tomb is often adorned with carvings and ornaments

Luwu Culture	Description
	that reflect the beauty of Luwu's art and culture. The area surrounding the tomb is enclosed by a fence and features a simple pilgrimage site for visitors. It serves not only as a religious pilgrimage site but also as an educational center for the younger generation about the history of Islam's spread and Datuk Pattimang's role in instilling religious values in the region.
Ma'balendo	Ma'Balendo is a traditional art form that is rarely heard of even in Luwu itself. It is an essential part of South Sulawesi's cultural identity. The name Ma'Balendo comes from Luwu, where "ma" means to hold, and "balendo" means to pound rice. Literally, Ma'Balendo refers to pounding rice while holding a pestle or bamboo pounder.
Kapurung	Kapurung is a traditional dish from South Sulawesi, particularly from the Luwu area. It is made from sago, a staple food in the region. Kapurung is known for its fresh and delicious taste and is often consumed during family gatherings or traditional events.
Pajaga Bone Balla Dance	The traditional Pajaga Bone Balla dance, known among the Bugis Luwu community, is a dance that originates from the noble class and is intended for nobles as well. Therefore, this dance can only be performed by princesses or members of the noble class within the royal court of Luwu during ceremonial events.
Luwu Ancestral Land Poetry	"Luwu Tanah Leluhur" is a poem that often expresses pride and love for the land of Luwu, a region rich in history, culture, and tradition in South Sulawesi. This poem depicts the greatness of Luwu as an ancestral land that has witnessed civilization, struggles, and the rich heritage of ancestors filled with cultural and spiritual values.
Folktale of Fisherman's Child and Mackerel	This story narrates the origin of why some members of the Luwu community do not consume Tenggiri fish, also known as Sori fish, within their society.
Folktale of Princess Tadampali	This story tells of a princess named Tadampali from the region of Luwu, South Sulawesi. Princess Tadampali is the daughter of Datu Luwu, La Busatana Datu Maongge, who ruled with wisdom and fairness, allowing his people to live in prosperity, peace, and security. Princess Tadampali was known for her beauty, which was so famous that it reached even the distant region of Bone.
Sawerigading	Sawerigading is the son of La Toge Langi, a king in the Kingdom of Luwu, and he has a twin brother named We Tenriabeng. Sawerigading is known as a brave prince who loves adventure.
Pamali	Pamali is a belief or customary prohibition passed down through generations in certain communities. In the Luwu region, there is a strong belief in various pamali, one of which is the prohibition against eating in front of the door. According to local belief, eating in front of the house door is thought to bring bad luck and block the entry of fortune into the home. This prohibition is not only about prosperity but also relates to manners and etiquette. The front door serves as the main access point for people and symbolizes the gateway for blessings. Eating in front of the door is seen as disrespectful to the flow of good fortune and arriving guests. Additionally, sitting in front of the door is considered impolite as it may obstruct passersby.

3. Development Stage

The development of this module is carried out with discussions related to the design/stages, namely (1) Compiling/creating information and literature texts related to Luwu culture, (2) Compiling questions related to the text that has been made in the form of statements, answer choices and descriptions, (3) The text and questions that have been made are then submitted to expert validators consisting of Lecturers, namely by validator 1. Besse herdiana, S.S., M. Hum. and validator 2. Dr. M. Nur Hakim, M. Pd. which aims to provide input related to the text and questions that have been prepared. In the validation stage, there were several notes given by the validators, namely: (1) The text should not be too long between 3 to 4 paragraphs and replace the speech text with the Luwu regional pamali text, (2) Making statements should be consistent with at least 4 statements and provide clear instructions for working on the questions. (3) Ensure that each question is equipped with a clear assessment rubric to facilitate the evaluation of students' literacy skills. (4) Use simple language that is easily understood by students according to the grade level targeted by the module. (5) Including more visual illustrations and interactive media to make students more interested in understanding Luwu culture material, so that the learning experience becomes more enjoyable.

The developed module has gone through a validity test process by literacy experts. The aspects assessed included the suitability of the material with literacy indicators on several aspects, namely relevance, comprehensiveness and clarity. Input from the experts was then used as the basis for revision, which was carried out continuously until the module was considered valid and ready to be tested in schools. After that, the module was tested to obtain data on its practicality, including ease of use, learning effectiveness, and student engagement. In detail, the results of the module validity assessment can be seen in Table 5 below.

Table 5. Results of Recapitulation of Validity Assessment of the Module

Literacy Indicator	Assessed Aspects	V1	V2	Average (%)	Category
Reading Competence for Informational Texts					
Competence to Access and Find Content in Text (L1)	Relevance	4	5	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Interpret and Understand Content in Text (L2)	Relevance	5	4	90%	Very Valid
	Comprehensiveness	4	5	90%	Very Valid
	Clarity	4	5	90%	Very Valid
Competence to Evaluate and Reflect on Content in Text (L3)	Relevance	4	4	80%	Very Valid
	Comprehensiveness	3	4	70%	Valid
	Clarity	4	3	70%	Valid
Overall Average for Reading Competence for Informational Texts				**82%**	Very **Valid**
Reading Competence for Literary Texts					
Competence to Access and Find Content in Literary Text (L1)	Relevance	4	5	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Interpret and Understand Content in Literary Text (L2)	Relevance	5	4	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Evaluate and Reflect on Content in Literary Text (L3)	Relevance	3	4	70%	Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	3	70%	Valid
Overall Average for Reading Competence for Literary Texts				**80%**	Very **Valid**

Table 5 shows the results of the recapitulation of the validity assessment of the digital teaching module based on the Luwu cultural context showing that the majority of aspects were rated as valid to very valid. The literacy competencies assessed included the ability to read informational and literary texts, with a focus on relevance, comprehensiveness and clarity. In general, the modules were rated highly valid in terms of clarity and relevance, while comprehensiveness in some competencies was rated valid and moderately valid. To see the overall results can be seen in table 6 below

Table 6. Results of Validity Aspect Assessment Based on Literacy Indicators

Assessed Aspects	Average Validator 1	Average Validator 2	Total Average (%)	Validity Category
Relevance	4,17	4,33	85 %	Very Valid
Comprehensiveness	3,83	4,17	80 %	Very Valid
Clarity	4,00	3,83	78 %	Valid
Overall Average			**81** (%)	**Very Valid**

Based on the assessment results from the validators, this module is assessed in several aspects such as relevance, comprehensiveness, and clarity. The results of the module validity assessment get an average score of 81% which indicates that the digital module of Luwu cultural context towards literacy skills is in the very valid category. These results indicate that the module as a whole meets the criteria of high validity, both in terms of material relevance, completeness of information, and clarity of presentation, making it suitable for use in literacy learning.

4. Implementation Stage

The distribution of this module is carried out by implementing it in schools that have obtained an agreement to conduct trials on modules that have been compiled and validated in elementary schools. The implementation of digital teaching modules is expected to improve students' literacy competencies and introduce them to the richness of Luwu culture in more depth. Several Merdeka Curriculum Principles are applied in the implementation of the Luwu Culture-based Digital Teaching Module.

Table 7. Basic principles of the independent curriculum covered in the Luwu Culture module

No	Core Competencies	Aktivities
1	Positive Discipline	In the learning of Luwu culture, the application of positive discipline can help create a conducive learning environment while fostering love and appreciation for local culture.
2	Cultural	Students can connect with the Luwu cultural community through digital platforms, such as interviews with cultural figures, participation in discussions, or watching cultural performances live.
3	Differentiated Learning	Various learning activities such as interactive quizzes and educational games help students practically and enjoyably apply their knowledge about Luwu culture.
4	Student-Centered Learning	Various learning activities such as interactive quizzes and educational games help students practically and enjoyably apply their knowledge about Luwu culture.
5	Pancasila Student Profile	The implementation of the Pancasila Student Profile will also influence the characteristics of learners in the future through early cultivation of global diversity and local wisdom.

The development of digital teaching modules in the context of Luwu culture to improve students' literacy skills has been validated to measure the feasibility of the module through suggestions and assessments from experts in several fields, namely content and construction experts, media experts, and cultural experts. Validation from these experts aims to assess the feasibility of presentation as well as the feasibility of module content. To measure the level of practicality of using the module, this product was tested on students to find out how practical the module was used. In addition, the module was also tested on teachers to get responses collected through a questionnaire provided by the researcher.

5. Evaluation Stage

Module evaluation will focus on the level of practicality. Modules that have been declared valid by experts are then tested to determine the level of practicality. The practicality test is carried out through the use of modules by teachers and students in learning activities. The assessment was conducted to assess the ease of use, effectiveness in learning, and implementation time from the user's perspective. The data obtained from this practicality test became the basis for improving the module to make it more effective in its implementation. The results of the module practicality assessment can be seen in Table 8 below.

Table 8. Results of Recapitulation of Practicality Assessment of the Module

Literacy Indicator	Assessed Aspect	P1	P2	Average	Category
Reading Competence for Informational Texts					
Competence to Access and Find Content in Text (L1)	Ease of Use	5	5	100%	Very Practical
	Effectiveness in Learning	5	4	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Interpret and Understand Content in Text (L2)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	4	5	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Evaluate and Reflect on Content in Text (L3)	Ease of Use	4	4	80%	Very Practical
	Effectiveness in Learning	4	4	80%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Overall Average for Reading Competence for Informational Texts				**89%**	**Very Practical**
Reading Competence for Literary Texts					
Competence to Access and Find Content in Literary Text (L1)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	5	4	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Interpret and Understand Content in Literary Text (L2)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	4	5	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Evaluate and Reflect on Content in Literary Text (L3)	Ease of Use	4	4	80%	Very Practical
	Effectiveness in Learning	4	4	80%	Very Practical
	Implementation Time	4	4	80%	Very Practical
Overall Average for Reading Competence for Literary Texts				**87%**	**Very Practical**

Table 8 shows the recapitulation of the practicality assessment of the digital teaching module based on the Luwu cultural context, which was measured based on three aspects: ease of use, effectiveness in learning, and implementation time. The module was rated as practical to very practical on the competency of reading informational text, with the aspect of implementation time consistently rated as very practical. Meanwhile, for the competency of reading literary texts, the assessment ranged from moderately practical to highly practical, especially on effectiveness in learning. To see the overall results can be seen in Table 9 below.

Table 9: Results of the Practicality Aspect Assessment Based on Literacy Indicators

Assessed Aspect	Average Rater 1	Average Rater 2	Total Average (%)	Practicality Category
Ease of Use	4,67	4,17	88 (%)	Very Practical
Effectiveness in Learning	4,33	4,33	87 (%)	Very Practical
Implementation Time	4,00	4,83	88 (%)	Very Practical
Overall Average			**88%**	**Very Practical**

Based on the calculation results from the table above, the practicality of the digital teaching module based on the Luwu cultural context based on literacy ability indicators is assessed in several aspects, such as ease of use, effectiveness in learning, and implementation time. The practicality assessment results get an average score of 88%, which is included in the Very Practical category. This shows that the module is not only easy to use and effective in learning, but also allows for efficient implementation and in accordance with the time requirements in the classroom.

3.2 Discussion

Digital teaching modules in the context of Luwu culture have an important role in improving students' literacy competencies. The developed modules not only facilitate the learning of informational and literary texts but also help students access, understand and evaluate literacy content with a structured approach. In the aspect of information text reading competence, the module successfully presents texts that are relevant to the Luwu cultural context, structured and easily understood by students, especially in the ability to access and find information (L1). However, improvements to the text examples are needed to make them more concise according to the validator's feedback. In the competency of interpreting and understanding text (L2), the module provides effective learning activities, assists students in making inferences from the text presented, and encourages interactive discussions through digital media. At the evaluation and reflection stage (L3), the module provides evaluation questions in accordance with the curriculum, facilitating students to analyze Luwu cultural content more deeply.

In the competency of reading literary texts, the Luwu culture-based teaching module successfully presents folktales or short literary texts relevant to local culture. The presentation of the text is adapted to the students' level of understanding (L1), so that the text is not too long and more easily understood by them. In addition, the module encourages students to interpret and categorize ideas in cultural stories through fun activities, such as interactive discussions or group tasks (L2). The use of animations or interactive videos is also recommended to help students' understanding more deeply and attract their interest in literary materials. At the evaluation and reflection stage, the module provides reflective questions that aim to encourage students to assess and analyze the literary texts they have read (L3), by ensuring the evaluation questions are consistent and structured with reflective statements to give students more space to reflect and explore a deeper understanding of the text.

Based on the assessment results from the validators, the digital teaching module of Luwu cultural context towards literacy skills was assessed in several aspects, such as relevance, comprehensiveness, and clarity. The results of the module validity assessment showed an average score of 81%, which indicated that this module was in the very valid category. The validators stated that the material presented in the module was very relevant to the learning needs and greatly supported the learners' ability to read informational and literary texts. The clarity of the language used is also considered very good, so that this module is easily understood by students. In addition, the module is considered comprehensive because it covers the various literacy skills expected in learning, including the ability to access, interpret and evaluate the content of informational and literary texts. Thus, the high validity score indicates that this module is able to present literacy materials well and support the development of students' understanding. This result is in line with Annisha's research (2024) which shows that

integrating local culture in learning can increase relevance and student engagement in the learning process.

Meanwhile, the results of the practicality test also gave positive results. This module was assessed in several aspects, namely ease of use, effectiveness in learning, and implementation time. Based on the calculation results, the practicality of the module obtained an average score of 88%, which is included in the very practical category. This module is considered easy to use by both teachers and students, where the easy of use aspect gets a high score. The effectiveness in learning also showed excellent results, where the module was able to increase student engagement and understanding of literacy materials through a local culture-based approach. In addition, the implementation time of the module is considered efficient, allowing learning activities to take place smoothly and on time. The strength of this module lies in its ability to present literacy materials in an easy-to-understand form and to motivate students through the introduction of their own culture. These results are also supported by Mastoah et al. (2022) who stated that the use of digital media can improve students' literacy skills. Research conducted by Amalia et al., (2021) also states that the introduction of local culture in learning materials can increase student motivation to learn. When students see the relevance of the material to their daily lives, they are more likely to be actively involved in the learning process.

Overall, the results of this validity and practicality test show that the Luwu cultural context digital teaching module is not only valid and feasible to use, but also very practical in supporting literacy learning. The module successfully integrates local culture in the learning process, thus strengthening students' cultural identity while improving their literacy skills. This study is in line with research conducted by Maulana et al. (2023) that digital teaching modules in the context of local culture can improve students' literacy skills, while strengthening their cultural identity. Therefore, this module has the potential to be implemented more widely in various literacy learning contexts.

3. CONCLUSION

Based on the results of the study, the digital teaching module based on the Luwu cultural context proved to be valid and very practical in supporting the improvement of students' literacy skills. The validity assessment showed an average score of 81%, indicating that the module is highly relevant, comprehensive and easy to understand. Similarly, the practicality test results showed an average score of 88%, indicating that this module is very practical in terms of ease of use, effectiveness in learning, and efficiency of implementation time. This module not only helps students access and understand informational and literary texts, but also encourages their active engagement through a local culture-based approach. This local culture-based digital teaching module can be used effectively in literacy learning to strengthen students' cultural identity and increase their engagement. Teachers can utilize this module to teach literacy in a context that is more relevant to students, making learning more meaningful.

The limitations of this study lie in the context of Luwu culture and only measuring students' literacy skills in reading informational and literary texts. In addition, the practicality test only involved two raters, which may not represent the diversity of views on a wider scale. Future research should involve more validators and raters from different backgrounds to enrich the results. In addition, it is recommended to test this module in other cultural contexts and measure its impact on students' digital literacy competencies and critical thinking skills.

4. ACKNOWLEDGMENT

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