The Development of a Web-Based Electronic Module for Fiction Prose Appreciation

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ABSTRACT

The advancement of learning media for literature through web-based platforms and project-based approaches is increasingly vital, aligning with the demands of 21st-century education, which integrates Technological Pedagogical Content Knowledge (TPACK). This study proposes the development of an interactive web-based electronic module as an innovative and practical tool for literary education at both secondary and tertiary levels. The research adopts a Research and Development (R&D) methodology, resulting in the creation of a web-based electronic module tailored for the appreciation of prose fiction. This module includes instructional content, interactive features, and project-based activities designed to enhance the appreciation of Indonesian literary works. The feasibility of the module was evaluated in terms of visual quality, content accuracy, software usability, and language clarity. Results indicate that the module is effective and suitable as a medium for teaching and learning literary appreciation. It offers significant contributions to the enhancement of digital learning tools in the field of literature, fostering engagement and deeper understanding of fiction proses.

Keywords: digital learning tools, electronic modules, fiction prose appreciation, Indonesian literature, web-based learning

INTRODUCTION

Education in Indonesia is relatively successful but generally lack literature appreciation in its' endeavor (Alwasilah, 2012). Literary appreciation involves serious efforts to absorb literary works, which can give rise to deep understanding, appreciation, sharp critical thinking, and positive emotional sensitivity towards literary works (Syamsuddin, 2012). The importance of learning literary appreciation lies in its ability to enrich students' experiences and understanding of the beauty and meaning of literary works. Through literary appreciation, students can develop analytical skills, critical thinking, and sensitivity to cultural values. Apart from that, this learning can also improve expression and communication skills and help recognize and appreciate linguistic and cultural diversity. Thus, literary appreciation not only provides aesthetic benefits, but also supports students' cognitive, emotional, and social development.

Generally, literature and language are considered subjects that are less popular because they are considered knowledge from birth (Padlurrahman & Al-Pansori, 2021). In fact, the literacy culture of both literature and language in Indonesian society in general is still low (Faisal et al., 2023). Various research and studies on student literacy problems in ndonesia found that the fundamental problem related to the learning crisis in Indonesia since elementary education which is the underlying aspects is creativity and policy (Halik et al., 2023). In this regard, literacy activities in literature still need to be encouraged. Through literary activities, teachers can provide knowledge about the values of literary works in order to train and educate literacy skills covering various dimensions of literacy, as well as convey moral messages for students to emulate (Yulianeta, et. al, 2020; Halimah et. al, 2024). Apart from that, students are required to understand the material, be active in discussions and presentations, and have a high level of discipline, including studying Indonesian, which contains language and literature components (Azis & Sumarni, 2022). This is in accordance with Abrams' (2009), opinion that didactic literature is a literary work that aims to explain knowledge, convey moral, religious, or philosophical values in imaginative or fictional form.

Sumiyadi, et al. (2013) formulate the characteristics of education in literary works, namely: 1) literature that educates, provides teachings and guidance, and expresses messages; 2) the teaching or message conveyed is a moral message, namely a view of truth values, instructions regarding matters related to life problems, such as behavior, politeness, or character, as well as other values respected by society; 3) the type of moral message can be in the form of

relationships between people (social relationships), human relationships with the natural environment, and human relationships with God; 4) its manifestation can be in the form of issues of friendship, love, loyalty, betrayal, religious messages, social criticism, and even propagandist messages; 5) the form of delivery (disclosure) of the moral message can be direct or indirect; 6) literature is called didactic if it provides clear alternative solutions to the problems raised within the work. These educational characteristics apply to all literary works, including short stories. In connection with the educational values contained in literary works, Halimah (2023, p. 11) groups the educational content of literary works as follows: 1) religious, moral, social, ideological or philosophical teaching values, scientific development knowledge, and technology.

The forms of educational disclosure in literary works include educational disclosure through the structure of literary works and literary language. Revealing the didacticism of literary works through the structure of literary works can be seen from the story facts (Halimah, 2023). Story facts are the factual structure of a story which consists of plot, characters, and setting (Stanton, 2007; Yulianeta et all, 2020). According to Halimah, et al. (2020), some of the benefits of appreciation and learning literary works include being able to improve analytical and critical thinking skills, being able to build and develop individual character who has a mature attitude in analyzing socio-political problems, and have social sensitivity to the phenomena of injustice and oppression. Literary works are also considered as a quite effective way to enhance education and national character, including instilling identity in students through the process of appreciating literary works that are part of Indonesian language learning (Sarasati, 2021). Another important thing in learning Indonesian language and literature is the application of relevant literacy learning strategies. Halimah (2023) outlined several learning strategies that are relevant for literacy learning related to language and literature learning. Some literacy learning strategies that can be used in language and literature studies include: cognitive literacy strategies, linguistic literacy strategies and other sign systems, sociocultural literacy strategies, and developmental literacy strategies.

The increasingly rapid development of technology is opening up new spaces which are usually called cyberspace (Ali, 2011). This space provides opportunities that lead to both positive and negative impacts. The world of education should be able to utilize cyberspace to convey knowledge, develop students' skills and foster positive student behavior. Through this use, the world of education can create a dynamic and relevant learning environment, presenting

opportunities for exploration, collaboration, and innovation. Therefore, education in the digital era is not only a conveyor of information, but also a catalyst for holistic and positive growth of students.

The Indonesian government has formulated a scenario to address the challenges faced by the education sector in an unstable environment, including the promotion of technology-based learning (Ammade et al., 2023). Technology is acknowledged as a pivotal element in advancing education in this multidimensional era (Jayanti & Pertiwi, 2023). The rapid progress of technology necessitates updates and innovations in current learning approaches across various scopes (Riyan, 2021; Sukmawati et al., 2023). This underscores that innovation in the selection of learning components during lectures plays a significantly important role in the learning activities within the classroom (Septianasari, 2022).

Mobile learning is an innovation in learning that allows the learning process to be more flexible, accessible anywhere, user-friendly, and cheap (Surahman, 2019; Surahman & Surjono, 2017). The use of mobile learning can make positive contribution to users in accessing learning materials or as a learning medium (Gonzales, 2020; Halimah et al, 2022). One form of mobile learning is an Android-based application. Technological literacy among the younger generation is an opportunity to utilize learning media in the form of applications or website-based features. This also applies to teachers and prospective teachers who are required to be technology and information literate in order to provide balance in the teaching and learning process. This is in line with Karman (2016) who said that changes are needed in teaching methods for Indonesian literature and language which aim to improve the focus of learning. In the learning process, not only the right strategies are needed, but also the appropriate teaching materials that can be used collaboratively by teachers and students (Apryliana & Nisa, 2019).

Based on the explanation above, the development of website-based electronic modules as a learning medium that offers various information on appreciation of prose fiction, especially Indonesian short stories and short story learning strategies, needs to be developed. These website-based electronic modules can provide broad benefits in various areas of life, including cognitive, linguistic, and sociocultural development. The development of website-based electronic modules as a learning medium that offers various learning features such as learning material videos, discussion features, practice question features, attendance features and other interesting features will have a positive impact on students in terms of increasing their learning motivation and increasing their skills in the field of technology use.

METHODOLOGY

Research and development or also known as Research and Development (R&D) is the method used in this research. According to Gay & Mills (2009), the main aim of research and development in the field of education is not only to formulate or test theory, but to develop effective products for use in schools. The research and development method in this research refers to the model proposed by Richey and Klein (2014), namely planning, production, evaluation (PPE).
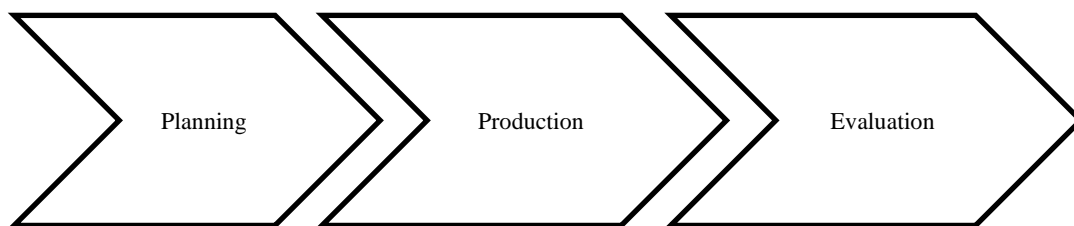
Planning → Production → Evaluation

Figure 1. *Richey dan Klein's Research Design*

The chart above explains: 1) Planning, the planning stage contains product planning activities that will be made for certain purposes. At this planning stage, the researcher will conduct a needs analysis for creating a module introducing the procedures for ablution and prayer for children as a guide for family counseling instructors. 2) Production, the production stage contains activities for making products. The previously prepared design is made into a product. The production stage in this research is the stage of creating a module introducing the procedures for ablution and prayer for children as a guide for family counseling instructors. 3) Evaluation, the evaluation stage contains activities to assess product deficiencies and advantages as well as input from experts so that the product can have better suitability and quality for use to meet predetermined specifications. This product assessment activity is carried out by experts (Expert Judgment) to obtain suggestions for improving the product, to make the product more suitable, effective, usable and has good technical quality. The object of this research is a website-based electronic module. Meanwhile, the subjects in this research were Indonesian language teachers who were teaching at schools and Indonesian language and literature students (university students) who were studying at universities.

The description of this research is in the form of an explanation of the development of an electronic web-based learning module for fiction prose appreciation and its suitability as a learning medium for literary appreciation. The results of the questionnaire and interview regarding the feasibility of the e-model features include assessments of display, material

content, software engineering, and language. Respondents in this study totaled 92 people.

The instruments in the research consist of feasibility assessment instruments which contain aspects of appearance quality, materials, software engineering and language. This instrument is used by media experts, material experts and users. Media experts are competent experts in the field of technology, especially educational technology, material experts are experts in the field of literature and users are teachers and prospective teachers of Indonesian language and literature. This instrument adapts the Learning Media Evaluation Instrument (Chaeruman, 2015) and The Attributes of Instructional Materials (McAlpine & Weston, 1994) published by the Center for Educational Information and Communication Technology. Apart from that, this research instrument also adapts Minister of National Education Regulation Number 2 of 2008 concerning Books which mandates that non-text textbooks consist of enrichment books, reference books and educator's guide books (Center for Curriculum and Books, 2018, p. 5). This feasibility assessment instrument is in the form of a questionnaire with a Likert scale consisting of four (4) options. 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. The following is an instrument for assessing the feasibility of website-based electronic modules.

After obtaining the feasibility assessment data for the website-based electronic module, the data is then processed for each aspect of the assessment and the overall data is calculated to obtain the feasibility of the website-based electronic module based on general literacy dimension strategies. The results of the feasibility assessment data processing are presented in percentage form. The following is the equation used in calculating the feasibility test percentage for website-based electronic modules according to that offered by Arikunto (2009).

$$y = \frac{\Sigma x}{\Sigma x maks} \times 100\ \%$$

Notes:
y   = Percentage of feasibility test scores
$\sum x$ = The total test score obtained is based on expert/user assessment
$\sum x_{maks}$ = Maximum total score for all aspects

Based on the equation above, the following are the eligibility criteria for a website-based electronic module based on the literacy dimension strategy which refers to calculation of the frequency distribution of possible scores obtained when using a Likert scale with five (5) options, namely: 75.00% < value < 100% = Very Feasible; 50.00% < value < 74.99% = Feasible; 25.00% < value < 49.99% = Infeasible; 0.00% < value < 24.99% = Very Infeasible.

RESULT AND DISCUSSION

The need for developing website-based electronic modules is related to the importance of using technology as a means of education in the 21st century. This is in accordance with the characteristics of 21st century learning in which learning must contain elements of Technological Pedagogical Content Knowledge (TPACK). TPACK is a framework that identifies the knowledge teachers need to teach effectively with a technology framework.

The development of this electronic module is for the sake of building a Website-Based Electronic Module system which is intended as a forum for learning literature, especially Appreciation of Writing Prose Fiction Studies. This Website-Based Electronic Module provides literary learning services, especially the Appreciation of Writing Prose Fiction Studies which have been prepared by the development team. Target users of Website-Based Electronic Modules include pupils, students, teachers and experts in the Indonesian language field. The features contained in this Website-Based Electronic Module include learning videos, discussion rooms, practice questions, and presence of participants.

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The design of this electronic module was assisted by the Canva application. Canva is an online web application that helps create various attractive designs due to the many templates available for various graphic design needs. The following are the steps for creating an e-module using Canva.

a) First, sign up for an account by accessing canva.com and using a Google account is the easier method.

b) To start creating a module, choose the paper size as A4, just type A4 in the Canva search.

c) Enter the A4 document view and you will find many templates for our module design. Choose a prepared design or choose to design your own by clicking on the empty A4 document.

d) Once a design is chosen, click on the design, the module design template will open from the cover to the contents page. You just have to replace the contents with teaching materials that you will teach to the children.

e) Editing and inputting text in the module we created. You can immediately double click on the text you want to edit and change the text. Navigate to the text option on Canva to add text.

f) Select the text size, whether for title, subtitle or body text and then we just type in the text you want to add, change the font and color of the writing.

g) Inserting images or other elements in the module. To insert images there are 2 ways, first, if you use the image provided by Canva, you use the elements feature. There are many images to choose from.

h) Inserting a video in the module. To insert a video, for example from YouTube, just click to open it, then you select other features and click embed.

i) Entering a quiz link in the module. In the module, you can also include a quiz that students can take directly by entering the quiz link.

j) Sharing the e-module link with students. To share the e-module with students after it has been created, click on share and configure it to be "only view" and then copy the link.

Based on the previously outlined steps, this Website-Based Electronic Module contains literary learning content, especially for Prose Fiction Appreciation Study. The features contained in this Website-Based Electronic Module include learning videos, discussion rooms, practice questions, and participants records. The main features of this Website-Based Electronic Module are explained as follows.

a) Expert videos from lecturers/scientific experts who present materials related to the Prose Fiction Appreciation Study. This website-based electronic module contains material for appreciating prose fiction which is presented through learning videos. The material presented in this Website-Based Electronic Module includes:1) Literary Study Approach; 2) Todorov's Structure of Flow and Channeling; 3) Semantic Aspect Analysis: Characters and Setting; 4) Pragmatic Aspect Analysis (Storytelling Style Analysis); and 5) General Description of the Prose Fiction Study Format.

b) Participant discussion room, participants can chat with each other regarding discussion topics or share other information.

c) Practice questions or quiz feature, participants test their ability to understand the material they have studied.

d) Participants records, provides information for the admin and for participants how many times they have attended or which material the participant has attended.

e) The main access to this web-based electronic module is divided into three user types: admin, teacher, and student. Admin access is exclusively for administrators, while access for teachers and students is provided through shared links given to them.

The respondents in this research were 92 undergraduate students of Indonesian Language and Literature Education at the Indonesian Education University. Assessment of the suitability of web-based electronic modules as a medium for learning Indonesian literature according to user assessments is reviewed from four aspects of assessment indicators, namely: 1) Aspects of Electronic Module Display Quality; 2) Material Aspect; 3) Software Engineering; and 4) Linguistic Aspects. The description of the feasibility score refers to the following categorization: 0—25% = Not Feasible with the Very Poor category, 26%—50% = Not Feasible with the Poor category, 51%—75% = Feasible with the Good category, and 76%—100% = Feasible with the Excellent category. The four aspects of the assessment indicators are described as follows:

1) Aspects of Electronic Module Display Quality are described into the following 5 sub-indicators: a. icons that make it easier for users to use the application; b. presentation of feature displays that makes it easier to determine the next activity; c. clarity of menus and materials in the application; d. suitability of the proportions of the image presented to the appearance of the application; e. suitability of font selection and color combination.

2) Material aspects are described into the following 5 sub-indicators: a. the website-based electronic module material is in accordance with core competencies and basic competencies; b. the website-based electronic module material presented can increase knowledge; c. apart from containing short story text materials, the website-based electronic module also contains a study of the structure and strategies for learning short stories; d. Apart from containing didactic short story text material, this website-based electronic module also contains teaching guidelines; e. presentation of material that is varied and in accordance with the concepts put forward by literary experts.

3) Software Engineering is described into the following 5 sub-indicators: a. ease of operation; b. simplicity in operation; c. ease of searching for content; d. the application can be run on all PC and Android devices; e. The application can be run on all screen resolutions.

4) The linguistic aspect is described into 5 sub-indicators: a. the language used in didactic short story texts is easy to understand; b. the language used in videos about didactic literature is easy to understand; c. This website-based electronic module presents new vocabulary that can

enrich user insight; d. the use of language is in accordance with KBBI and EYD; e. Apart from studying literary texts, through this website-based electronic module, users can learn Indonesian language rules.

According to the user's overall assessment, the web-based electronic module's display quality is in the Excellent category. The assessment of these aspects can be seen in the following figure.
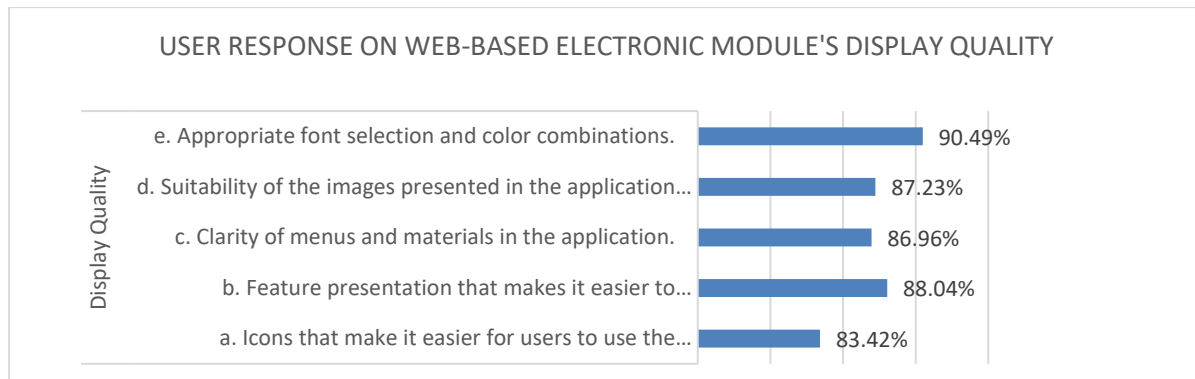

USER RESPONSE ON WEB-BASED ELECTRONIC MODULE'S DISPLAY QUALITY

Display Quality	
e. Appropriate font selection and color combinations.	90.49%
d. Suitability of the images presented in the application…	87.23%
c. Clarity of menus and materials in the application.	86.96%
b. Feature presentation that makes it easier to…	88.04%
a. Icons that make it easier for users to use the…	83.42%

Figure 2. *User Response on Web-based Electronic Module Display's Quality*

This graph illustrates that the overall appearance quality of the website-based electronic module is adequate. This is viewed from the following 5 aspects: a) the icons on the e-module make it easier for users to use the application and are eligible for the very good category; b) the presentation of the feature display makes it easier to determine whether the next activity is eligible for the very good category; c) clarity of menus and materials in the e-module application is in the very good category; d) the suitability of the proportion of images presented with the e-module application display is appropriate in the very good category; and e) the suitability of font selection and color combinations in the e-module is in the very good category.

According to the user's overall assessment, the web-based electronic module's content is feasible with the Excellent category. The assessment of the material aspects can be seen in the following figure.
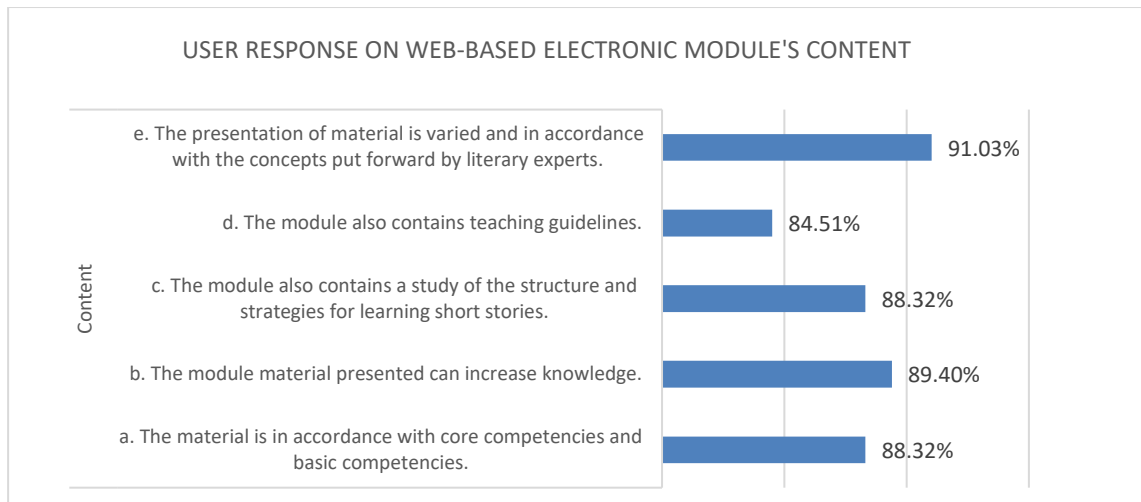
Figure 3. *User Response on Web-based Electronic Module's Content*

This graph illustrates the feasibility of teaching materials in website-based electronic modules which are overall feasible. This is viewed from 5 aspects: a) the website-based electronic module material is in accordance with the core competencies and the basic competencies are in the very good category; b) the website-based electronic module material presented can increase knowledge, is eligible for the very good category; c) apart from containing short story text material, the website-based electronic module also contains a study of the structure and strategies for learning short stories, which is worthy of the very good category; d) apart from containing didactic short story text material, this website-based electronic module also contains teaching guidelines, which are eligible for the very good category; e) presentation of material that is varied and in accordance with the concepts put forward by literary experts, is worthy of the very good category.

According to the user's overall assessment, the web-based electronic module's software engineering is feasible with the Excellent category. The assessment of the material aspects can be seen in the following figure.
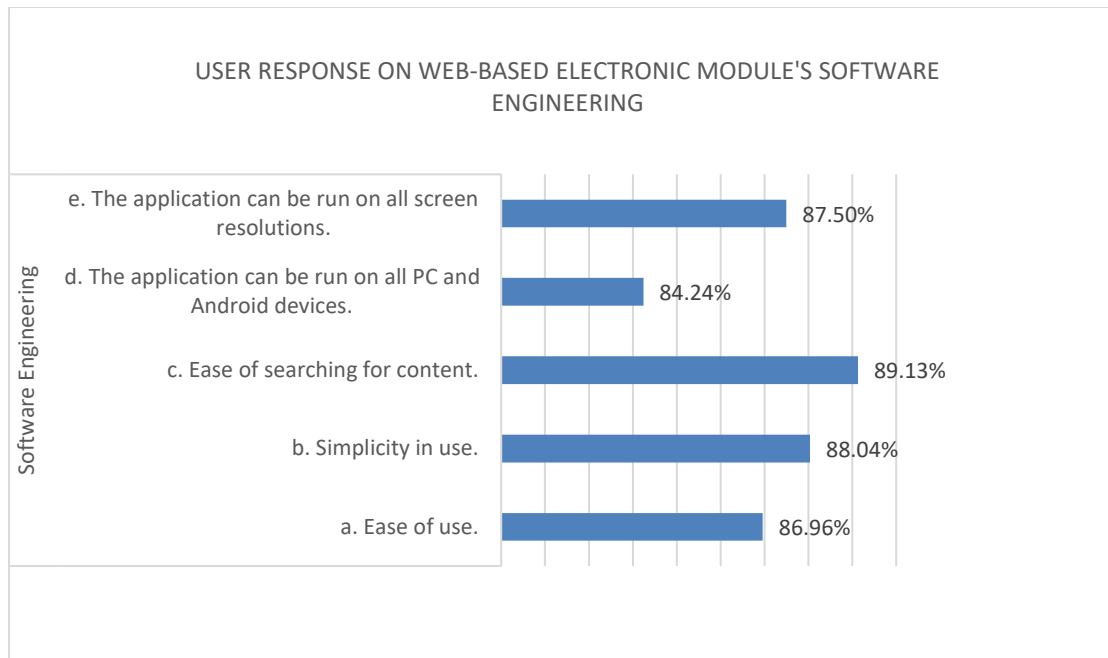
Figure 3. *User Response on Web-based Electronic Module's Software Engineering*

The graph illustrates the feasibility of website-based electronic module software engineering as a whole which is in the very good category, this is seen from the following 5 aspects: a) ease of operation of the e-module, which is in the very good category; b) simplicity in operation, already worthy of the very good category; c) ease of searching for content, already worthy of the very good category; d) the application can be run on all PC and Android devices, it is eligible for the very good category; e) the application can be run on all screen resolutions, it is eligible for the very good category.

According to the user's overall assessment, the web-based electronic module's linguistics is feasible with the Excellent category. The assessment of the material aspects can be seen in the following figure.
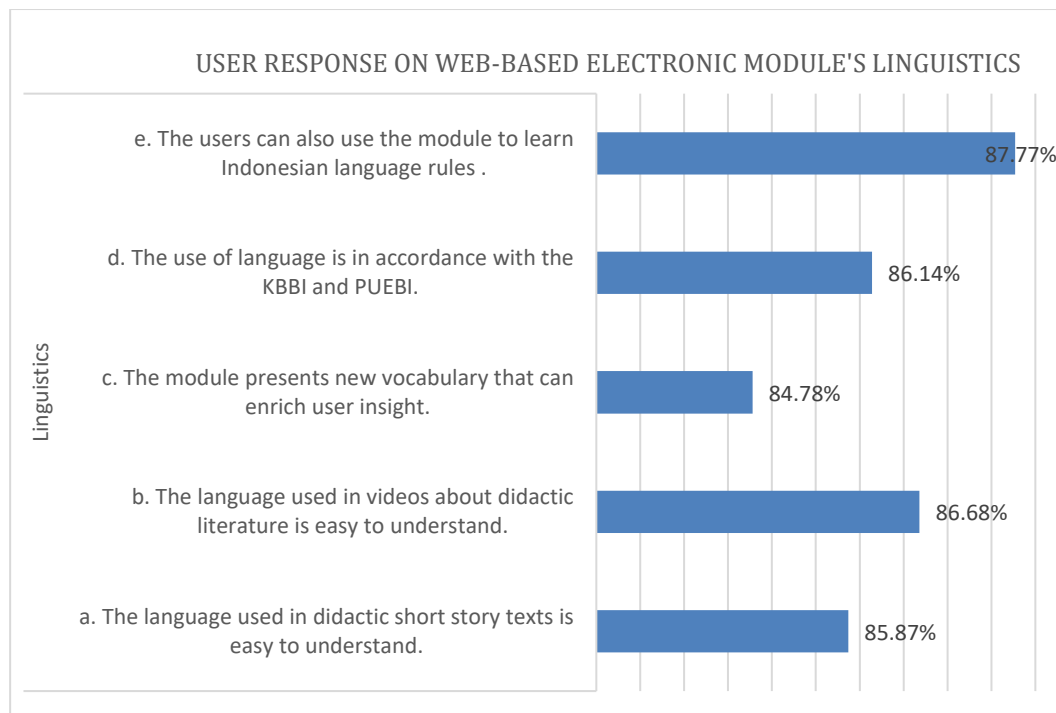
Figure 4. User Response on Web-based Electronic Module's Linguistics

This graph illustrates the linguistic feasibility of the website-based electronic module as a whole which is in the very good category. This is viewed from the following 5 aspects: a) the language used in the didactic short story text is easy to understand, it is worthy of the very good category; b) the language used in learning videos about didactic literature is easy to understand, it is worthy of the very good category; c) this website-based electronic module presents new vocabulary that can enrich users' insight, which is worthy of the very good category; d) the use of language is in accordance with the KBBI and EYD, and is in the very good category. e) apart from studying literary texts, through this website-based electronic module users can learn linguistic rules, which is already in the very good category.

According to the overall user response, this Web-Based Electronic Module is feasible with the Excellent category. This web-based electronic module already contains elements of Technological Pedagogical Content Knowledge (TPACK). Several studies have suggested the importance of developing TPACK-based learning media. Hayani and Sutama (2022) stated that the development of learning media and TPACK-based learning models have a positive impact on the quality of online-based teaching. Santos & Castro (2021) stated that the TPACK element is an effective strategy for delivering learning with technology integration. This is an ideal application in all aspects of learning, all of which are important in the teaching and learning process. Shafie, et al., (2019) also similarly stated that there is a significant relationship between the TPACK framework and teaching 21st century skills.

It can also be said that web-based electronic modules in learning literary appreciation for the world of education are very significant. By utilizing this technology, learning approaches can become more inclusive and adaptive, opening the door to global access for students from various backgrounds. This module not only provides freedom of time and place to study, but also offers interactive experiences that increase student engagement. The ability to monitor individual progress and provide multimedia resources also make this module an effective tool for forming a deep understanding and ongoing appreciation of literature. Meanwhile, the aspects of saving resources and contributing to sustainable learning make web-based electronic modules a relevant choice for advancing the world of education towards a more dynamic and connected future.

The results of the development of an electronic module for writing fiction prose appreciation based on this website provide a novelty for learning in the 21st century. Apart from that, this development is expected to make a significant contribution to field needs. Furthermore, the development of this module is in line with several previous studies which revealed that there are problems in learning literary appreciation, one of which is the lack of exploration of learning elements. Overcoming the challenges of literary appreciation is expected to be achieved through improving teachers' skills in teaching literary appreciation. Not only does it focus on conveying literary theory and history in the classroom, but it also invites students to more actively explore their understanding of literary appreciation, both through direct and indirect experience (Purwaningsih et al., 2023).

The results of this development are also in line with the results of another research conducted by Dwipayana (2020) who stated that the use of technology in literature learning in the current context has become an urgent necessity. In this era, where technology is developing rapidly, the integration of technology in literature learning is not just an option, but an urgent need. The use of software, online platforms, and digital resources can provide learning methods that are more dynamic, interactive, and relevant to students' daily lives. This not only increases student engagement, but also allows for greater accessibility to literary materials. By integrating technology, literature learning can become more interesting, effective, and in line with the demands of the times, preparing students to face intellectual challenges in an ever-changing modern world. With better quality of lectures, students' understanding of the university lecture

process improves, and their comprehension of lecture materials also becomes better (Hartono et al., 2016).

The results of this research puts forward learning to appreciate prose fiction in the form of appreciation of Indonesian short story literary works. The choice of material content in the form of Indonesian short stories is very suitable to be used because the content of Indonesian short stories depicts the style and characteristics of the Indonesian nation which includes the characteristics of the population, culture and history of the Indonesian nation. In line with the disclosure of the characteristics of Indonesian short stories, it was also stated in the research of Darmoko and Pramaditra. (2022) that the content of Indonesian short stories represents the style of life, culture and history of the Indonesian nation. In this way, it is easier for students to understand and follow the lesson because the descriptions of the content of the short stories being studied are very close and well known to the students.

The development of website-based learning media is very important to develop in this millennial era, this is based on technological developments that continue to develop on a digital basis. The development of electronic modules for website-based literary appreciation learning is a very important and relevant step in facing the demands of 21st century learning. Relevant research related to the development of 21st century learning media is in accordance with the research of Darihastining, et al. (2023) stated that in the millennial era, our students are already obsessed with digital, therefore it is necessary to develop digital-based learning media. This research by Darihastining, et al (2023) develops learning media in the form of digital books in Javanese regional languages and their use for local content lessons in Lamongan area junior high schools. This book is equipped with a barcode containing infographic content or Jombangan Jawa YouTube content which can trigger students' motivation to apply Javanese. So students can use digital dictionaries independently and innovatively. This method can help students and teachers in learning Javanese pronunciation.

The importance of developing technology-based learning media and digitizing learning media in facing the challenges of current developments is also in accordance with research by Jannah, Afrezah, and Margana (2023). The results of his research regarding the development of immersive technology as future digital multimodal technology in English language learning are useful in optimizing learning. The development of immersive technology is believed to be able to increase English language learning and student motivation significantly. From the perspective of its use, digital technology has enormous potential in learning and does not

depend on the type of technology or frequency of use, but rather on how digital technology is used to stimulate cognitive and involve students in learning activities (Wekerle, et al., 2022; Antonietti, et al., 2023).

The research results regarding the positive response of users to the results of the development of a Website-Based Electronic Module aimed at learning Appreciation of Writing in Prose Fiction Studies are also strengthened by other similar research. One of the studies that examines electronic modules is research by Septiara and Saino (2022), the results of their research are related to Web-based E-Modules in Creative Products and Entrepreneurship with criteria that are very suitable for use by referring to the validation results of material experts, language experts, graphic experts and the results positive response from students regarding the E-Module which helps the learning process as well as the appearance of the module which is of interest to students. The development of Website-Based Electronic Modules has been proven to have a positive impact and positive response from users, increasing interest in learning as well as increasing users' abilities and skills in using technology as a learning medium. Similar research related to the development of electronic modules was also carried out by Navila and Tuharto. (2023), from the results of his research the development of electronic modules in mathematics lessons was able to increase students' interest in learning and learning achievement in mathematics lessons. Several similar studies related to the development of website-based electronic modules have had a positive impact and influence on the world of education. Website-based electronic module development can be developed in various scientific fields, as well as in the fields of Indonesian language and literature.

The development of website-based electronic modules in learning literary appreciation for the world of education has had a very significant positive influence. By utilizing this technology, learning approaches can become more inclusive and adaptive, opening the door to global access for students from various backgrounds. This module not only provides freedom of time and place to study, but also offers interactive experiences that increase student engagement. The ability to monitor individual progress and provide multimedia resources also make this module an effective tool for forming a deep understanding and ongoing appreciation of literature. Meanwhile, the aspects of saving resources and contributing to sustainable learning make website-based electronic modules a relevant choice for advancing the world of education towards a more dynamic and connected future.

The development of this electronic module is in line with the urgency of 21st century education which is encouraging significant digitalization change and transformation in various aspects of human life (Govindamy et al., 2022). The development of this module is also in line with continuing education which is expected to have a major impact on a person's personal life (Razib et al., 2022). Meanwhile, the development of these electronic modules also supports online education which has developed into a popular educational practice, characterized by its emphasis on student interaction and a learning-centered approach (Fei & Tahir, 2024). Electronic modules in literary appreciation learning can support the quality of education which includes a good learning environment, student-centered attention, and the use of techniques that focus on producing better results from students taught in that environment (Wei & Mamat, 2024).

CONCLUSION

Developing this website-based electronic module containing short story content for schools and universities. In this website-based electronic module there are also other important features to facilitate the implementation of online-based learning. The features contained in this website-based electronic module include literary material content features presented in the form of literary study learning videos, participant attendance features as proof of participant participation in learning activities, discussion features that allow participants to discuss and exchange information with other participants. or with experts and lecturers, the practice questions and case examples feature allows participants to evaluate the extent of scientific understanding they have gained from learning in this electronic module.

The development of web-based electronic modules for literary appreciation learning is a very important and relevant step in facing the demands of 21st century learning. This module offers variety and innovation in literary learning media through interactivity, ease of access, and flexibility of place and time. The electronic module was successfully developed as an interesting, effective learning product and received a positive response from users regarding the content. Therefore, the use of web-based electronic modules in literary appreciation learning is expected to make a positive contribution in improving the quality of learning in schools and universities. The researcher recommends that future researchers develop teaching materials for literary appreciation by integrating technology.

The development of a website-based electronic module for learning literary appreciation is suitable for use as a medium for learning literary appreciation, especially Indonesian short stories. The feasibility of website-based electronic modules is reviewed from the aspects of display quality, material content, software engineering and language. User responses stated that the average of all aspects of assessment of the website-based electronic module for learning literary appreciation stated that it was in the very good category. The various conveniences offered by the development of website-based electronic modules for learning literary appreciation have made a positive contribution to the development of literary appreciation learning media, especially the study of Indonesian short story appreciation.

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