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Research Article

Developing Digital Sociology Module Based Multicultural for Students' Learning Outcomes Improvement

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Abstract.

This study aimed to develop a digital sociology module based on multicultural learning to enhance students' learning outcomes. The research followed the Research and Development method using the 4D model (Define, Design, Develop, and Disseminate). The population consisted of 473 students, and the sample included 194 students and four teachers selected purposively based on their previous experience in teaching sociology with a digital module. Data were collected through questionnaires, expert validation sheets, user assessment sheets, and interviews. The results indicated that all teachers had used the digital sociology module for improving learning outcomes, but not all of them utilized enrichment materials from the government. Additionally, teachers showed interest in further developing the digital sociology module based on multicultural learning. The expert validation revealed that the digital sociology module was feasible with a very good rating. Furthermore, based on limited trials with sociology teachers and students, the prototype was deemed feasible with a very good category. A recommendation for future researchers is to maximize the learning process on a larger scale by involving a combination of schools or institutions.

Keywords: multiculturalism value, digital digital sociology module, learning outcomes improvement

1. Introduction

Currently, Indonesia is challenged by multicultural biases and horizontal conflicts driven by differences in personal or group interests , including in the education field. Multicultural education includes: ideas or concepts, educational reform movements, and processes [1]. Processes are an essential part of multicultural teaching and learning [2]. Universities have an important role in providing and ensuring quality education by involving students to provide feedback and build the correct understanding of

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multicultural-based learning. Horsley & Walker in [3] say that "*for higher education learning, I support the sociocultural view of learning which proposes "learning, thinking and motivation are primarily social and have their origins in the social world, particularly in the social field. Human interaction*. The young generation considered to be the nation's successors, must be aware of the principle of unity and multi-culturalism [4].

Some previous studies stated that the history module can develop students' diversity attitudes [4]. In line with another study, education is a medium for the embodiment and internalization of multicultural values (education through art), fostering collective awareness of the cultural diversity of the Indonesian nation [5]. Following study found that seek and establish a shared value system that can satisfy and address different needs to sustain China's multicultural society through Music education [6].

From some of the results of these studies, it can be concluded that it is still rare for researchers to raise studies of multicultural learning, especially in the digital sociology module at the high school level. So the researchers got a gap/differentiation in this study, namely the study of digital sociology module as teaching material based on multicultural learning. This module is design unequally based on technology/digital.

Teaching materials are an alternative that can help students achieve learning goals [7]. In this case, it can also ease the teacher's task as a substitute for explanations that take a relatively long time [8; 9; 10]. In contrast to teaching materials that can be learned in a relatively quickly, teaching materials are an essential source of material for teachers in carrying out the learning process (8; 9; 10). Without teaching materials, it seems that teachers will have difficulty on achieving learning objectives. In principle, teachers must always prepare teaching materials to implement the learning process (10;11; 12).

That is developed to systematically organize learner activities and evaluation methods geared toward checking the activities in accordance with several clearly stated learning objectives for learners to attain their learning objectives in the learning process is also an important thing to do [16]. The lecturer and module must have a reciprocal relationship and understanding of the content. It is important to note that this research focuses on how module of sociology is used during learning.

This research investigation will provide some valuable inputs to improve and develop the ideal form of sociology module for conducting process appreciation learning in universities. Based on the description above, the researcher believes that the prose appreciation learning module in universities should be enriched with relevant materials, such as multiculturalism.

Students are not used to learning to find their own and reconstruct their knowledge. Student learning experience allows the stage of thinking from simple to more complex

, and there are still students who have difficulty entering the cognitive development phase of formal operations. This is indicated by the lack of ability to reason on abstract things, so there are difficulties in mastering sociological concepts.

The urgency of this research is to develop a digital sociology module based on multicultural learning because of the problems often faced by teachers in learning activities, namely choosing or determining appropriate learning materials or teaching materials to help students achieve competence. Since in the curriculum or syllabus, teaching materials are only written in outline in the form of subject matter [17]. The teacher job is to describe the subject matter so that it becomes a complete teaching material. In addition, how to use teaching materials is also a problem. The intended use is how to teach it from the teacher's point of view, and learn it from the student's perspective.

Therefore, it is necessary to develop a multicultural-based digital sociology module to improve learning outcomes, especially at the Makassar National High School. Through this development, it is hoped that it can help teachers, students, and schools realize the school vision and goals in order to improve the quality of superior human resources and compete in global challenges.

2. Method

The current study is designed as Research and Development (14; 15); the aim of the researcher is not to formulate or test theory but to develop an effective product theory to be used in schools. The 4-D model (defining, designing, developing, and disseminating) was chosen because it is relatively more concise and fits the needs of this research. The dissemination stage was not reported as well because the current research focuses on describing the initial analysis to determine the need for the development of the digital sociology module based multicultural, to validate the product, and to obtain user responses to the use of the developed teaching materials.

TABLE 1: Research and Development Stages.

Define Phase	Design Phase	Design Phase
Preliminary analysis and issues identification	Designing a draft of Sociology teaching materials	Validation of the enrichment materials by experts
Concept analysis and issues formulation	Designing the content of Digital sociology module	Revision based on advice given by experts
Enrichment materials formulation	Designing teaching materials as a whole	Product trial

The study population of this study was all grade students (X, XI, and XII) with a study group of 14 classes at the Makassar National High School with a total population of 473 students (231 boys and 242 girls). The samples of this research were students of class X, XI, and XII majoring in Social Sciences with a total sample of 194 students in a study group of 6 classes at the Makassar National High School. The sampling technique used is purposive sampling.

The data collection techniques carried out in the study are observation; The researcher collects/filters all the existing observations and then relates them to the set achievements/indicators [20]. Questionnaire; Used to measure the feasibility of sociology teaching materials using a Likert scale, namely strongly agree, agree, disagree and strongly disagree. Test; Multiple Choice & Essay tests are used to collect data at the end of the lesson in the use of sociology teaching materials that have been developed. Documentation; The research documentation is photos of research activities, sound recordings, and videos (17; 18; 19). As completeness of the research results.

Data on product quality resulting from the development of the digital sociology module based multicultural can support learning a new paradigm in the formation of national character were obtained, then analyzed into quantitative data with the help of SPSS version 22. Data were analyzed with descriptive statistics to obtain a score about the quality of the resulting product. The development of the digital sociology module is based on multicultural and the percentage of student learning completeness.

3. Results and Discussion

This section will present the research results in developing the digital sociology module based multicultural for students' learning outcomes improvement.

In general, research findings will be divided into three stages. First, a preliminary study consisting of research findings on the use of the digital sociology module based multicultural for students' learning outcomes improvement that has been implemented. Second, namely, the stages regarding the process of developing the digital sociology module based on multicultural by teachers at SMA Nasional Makassar. Third, test the learning module.

3.1. Preliminary Needs Analysis Development

The development of educational products at the research site must start from a needs analysis. That is, the extent to which the level of school needs (teachers and students)

is related to the products used in teaching and learning activities. It is important to note that the development of this model is based on the needs of teachers and students in producing a conceptual framework for learning sociology that adopts local multiculturalism values. Students are given information about the application of the sociology learning model in the classroom.

Figure 1: Digital sociology module Displays.

3.2. Result of Product Development Phase

The purpose of the development stage is to produce a revised draft of a digital sociology module based multicultural according to experts' input, simulations, and data obtained from trials. Activities at this stage are expert assessment (validation), simulation , and limited trial.

The experts' assessment has been explained previously, the teaching materials should be able to have a valid status before being applied . Ideally, a developer of teaching materials needs to re-examine the experts (validators) regarding the accuracy of the content, learning materials, conformity with learning objectives, physical design, and so on until they are judged good by the validator. The purpose of holding validation

activities in this study is to obtain valid or very valid status from experts. If the teaching material is invalid, it will be revised and continue to be done until a valid teaching material is obtained.

The validator's assessment of the teaching module includes several aspects, namely the suitability of the learning objectives flow, the profile of Pancasila students, materials, models and learning steps, media/learning resources, assessment , and language. The results of the assessment are presented in the following table:

TABLE 2: Digital sociology module of Validation Results.

No	Aspect	Average Value of Validator I	Average Value of Validator II	Average Value of Validator III	Average Value of Validator IV	Average
1	Learning Objectives Flow of Compatibility with Teaching Module	3,92	3,87	3,82	3,91	3,88
2	Pancasila Student Profile	3,85	4,00	3,91	3,96	3,93
3	Materi	4,00	3,94	4,10	3,90	3,98
4	Learning Models and Steps	4,20	4,00	3,97	4,14	4,10
5	Media/Learning Source	4,00	3,92	4,00	3,96	3,97
6	Assessment	4,10	4,00	3,90	4,00	4,00
7	Language	3,97	4,03	3,87	4,17	4,01
	Total	**4,00**	**3,96**	**3,93**	**4,00**	**3,98**

From the table above, the results of the digital sociology module validation obtained by each validator are (1) the average result of validator I assessment was 4.00, which was valid category, (2) the average result of the assessment of validator II was 4.00. 3.96 which was in the valid category, (3) the average result of the assessment of validator III was 3.93 which was valid category and (4) the average result of the assessment of validator IV was 4.00 which was valid category. The total average rating of validators I, II, III and IV of 3.97 was valid category. By matching the average (x) total with the specified category, the class X SMA digital sociology module developed was included in the valid category, the information can be used with minor revisions.

Based on the results of observing student activities during the learning process with digital sociology module based multicultural for class X SMA, it can be seen that the assessment of observer I at meetings I, II, III, and IV showed an average overall. The overall score of 3.87 which was good category, while the value of observer II at meetings I, II, III, and IV shows an overall average of 3.98 which was good category. This shows

that the results of the classical observer assessment from observer 1 and observer 2 was good category

Based on the student response in questionnaire after the learning process with digital sociology module based multicultural, it can be seen that the average student response score was 3.97 in the good response category. This shows that the student's response after implementing the digital sociology module based multicultural was good response category.

1.3 Students' learning outcomes Improvement

Data on students' sociology learning outcomes were used to determine the value of students' sociology learning outcomes after learning activities with digital sociology module-based multicultural learning.

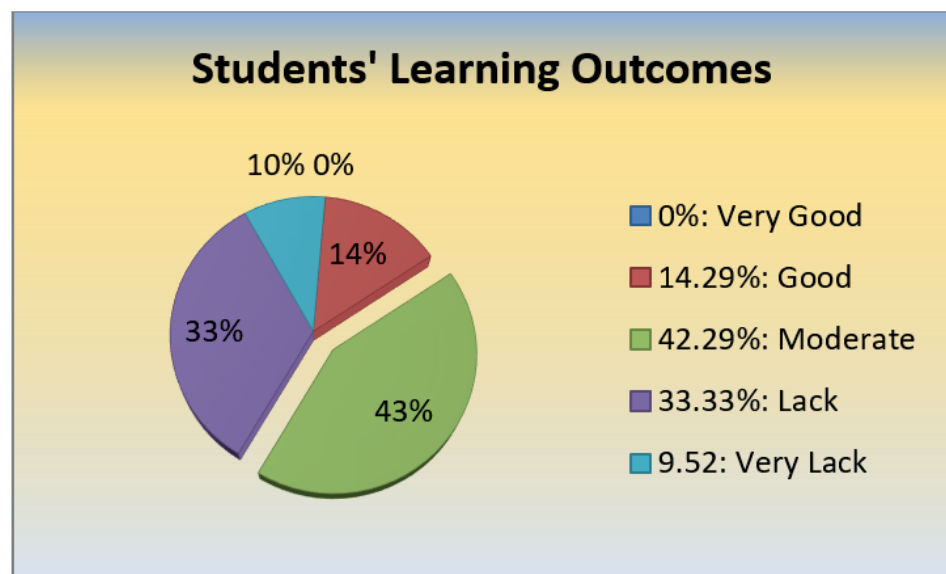For more details on the percentage of students' learning outcomes in the diagram below:

Figure 2: Students' Learning Outcomes Improvement.

Based on the diagram above shows that the student learning outcomes after being given treatment with digital sociology module based multicultural, this is a limited trial conducted on 21 students of class X SMA Nasional Makassar, the percentage of learning outcomes shows that (1) Student learning outcomes was very good category with a percentage of 0%. (2) Student learning outcomes was good category with a percentage of 14.29%. (3) Student learning outcomes was moderate category with a percentage of 42.86%. (4) student learning outcomes was less category with a percentage of 33.33% and (5) student learning outcomes was very lack category with a percentage of 9.52%.

Data on learning outcomes with classical completeness of limited trials in the learning process of digital sociology module based multicultural can be seen in the following table:

TABLE 3: Learning Outcome Data.

Value	Frequency	Percentage	Category
65-100	12	57,14%	Complete
<65	9	42,86%	No Complete

Based on the table above, it shows that 12 students have completed the KKM, and 9 students have not completed the KKM, individually in the class X sociology subject, which means that students have not reached the classical criteria of completeness that have been set, namely 80%, students are complete, meaning that it does not meet the criteria that have been set in the class X sociology subject at the Makassar National High School.

The digital sociology module based multicultural for students' learning outcomes improvement in SMA Nasional Makassar. It can be proven through the students' response after implementing the digital sociology module based multicultural is good response category, which shows that the sociocultural background has implications for differences in cultural awareness. A holistic program is needed to strengthen multicultural awareness among generations. One of the critical aspects that influence the existence of of these differences is due to the sociocultural factors of students, in the form of cultural communication and adaptation in social interactions.

As the discussion of the digital sociology teaching module developed is included in the valid category, the information can be used with minor revisions. Development of this model is based on the needs of teachers and students to produce conceptual framework for learning sociology that adopts local multiculturalism values. Students are given information about the application of the sociology learning model in the classroom. And the learning outcomes with classical completeness in limited trials in the learning process of digital sociology module based multicultural learning.

Other studies support the findings of this study, it was found that various modules are developed, and specific learning objectives should be set up to develop more effective modules [16]. In line with the other study, the musical cultures of Chinese ethnic minorities, as represented in the national textbooks remain largely simplified and deficient in musical authenticity. National textbooks emphasize ethnic exotic features, propagate stereotypical views of ethnic people, and reflect implicit assimilation based on hegemonic Han cultural standards, moral virtues, value system, social norms, and

political ideologies [6], Multicultural music education can reflect the cultural diversity [24]. The other study found that the history module can develop students' diversity attitudes [4]. Furthermore, developing students' multiculturalism knowledge can be conducted by making historical heritage objects as sources of learning [25]. Literature in multicultural education proposes deconstructing science through instruction in NOS [26].

Furthermore, developing a multicultural-based digital sociology module. It can be proven through the students' response after the application of the multicultural-based digital sociology module including the good response category, it shows that the socio-cultural background has implications for differences in cultural awareness. A holistic program is needed to strengthen multicultural awareness between generations. The development of this model is based on the needs of teachers and students in producing a conceptual framework for sociological learning that adopts local multiculturalism values. Students are given information about the application of the sociology learning model in the classroom. And the learning outcomes with classical completeness in the trial are limited to the learning process of the digital sociology module-based multicultural learning that can be accessed online (website) in the sociology learning process.

4. Conclusion

This study has answered research questions regarding the need to develop a digital sociology module based on multicultural learning for teachers and students of the Makassar National High School, based on their current practices and interests, expert validation of the product, and users' response the material developed. The results show that digital sociology module based on multicultural learning could be presented, accompanied by knowledge of digital. The results of the questionnaire from students also showed that most of them had an interest in digital sociology module based on multicultural learning. The results of experts' validation and users' responses also inform that digital sociology module based on multicultural learning is suitable for use with good category. For teachers, the results of this study can be used as a digital sociology module based on multicultural learning that can be accessed online (website) in the sociology learning process. For students, digital sociology module based on multicultural learning can be used as a source of independent learning. For the Makassar National High School, the results of this study can be used as complementary teaching materials. It is feasible for further research to initiate collaboration with various related

institutions such as the Education Office and universities that organize. In addition, the effectiveness of digital sociology module based on multicultural learning should be tested to improve students' learning outcomes. The results can be used as a measure to maximize the learning process also on a larger scale.

Acknowledgments

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