

# Development of an Indonesian Language Learning Evaluation E-Module Containing Papuan Local Wisdom Values to Improve Student Competence at Victory University Sorong

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## ABSTRACT

Indonesian language education in higher education plays a strategic role in developing students' critical, communicative, and reflective thinking skills as future educators and academics. However, observations in the Indonesian Language Learning Evaluation course at Victory University Sorong indicate that students limited in understanding the concepts, principles, and application of evaluation instruments contextually. This study aims to develop an Indonesian Language Learning Evaluation E-Module based on Papuan local wisdom that can improve the pedagogical and professional competence of Victory University Sorong students. This study uses a RnD approach with the ADDIE model. The results of the study indicate that the development of an e-module based on Papuan local wisdom has proven valid, practical, and effective in improving student competency. The eligibility criteria with an average expert validity value of 0,90, a practicality level of 88,4%, and significant effectiveness based on the ANCOVA statistical test ( $p < 0,001$ ) and a large effect size (Hedges'  $g = 0,86$ ). The findings of this research contribute to the development of innovative learning media based on local culture in the digital era and strengthen the vision of Victory University Sorong as a higher education institution rooted in local wisdom values and oriented towards regional excellence.

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## 1. INTRODUCTION

Indonesian language education plays an important role in shaping the competence of learners as prospective educators and academics in the future, especially in terms of critical thinking skills, community skills, and reflective attitudes. Research shows the influence of the use of educational technology on improving the ability of students to interact critically with language and do independent reflection (Kerruish, 2024). At the higher education level, courses such as Indonesian Language

Learning Evaluation play a crucial role in equipping students with the competencies to objectively and contextually assess learning processes and outcomes, in line with findings that learning evaluation processes that emphasize formative dimensions and self-reflection have been shown to improve students' understanding of the complexity of assessment processes in teaching (Aguayo-Hernández et al., 2024; Parmigiani et al., 2024). In this context, evaluation not only focusses on activities to measure learning outcomes, but also understands the extent to which the learning objectives are achieved and how the results can be used to improve the teaching process. Meta-analysis supports perspectives that show a combination of formative assessment with appropriate feedback to increase students' motivation and self-regulation (Ismail et al., 2022; Morris et al., 2021).

In the context of Indonesian language learning, students are required not only to understand the basic principles of evaluation such as validity, reliability, and fairness but also to be able to develop assessment instruments appropriate to student characteristics and the local context, as well as interpret learning outcome data for appropriate learning decision-making. Research by Gómez et al. (2025) found that socio-cultural contextual factors and reflection processes have been shown to have a positive and significant influence on the development of critical thinking skills in higher education. Thus, the integration of process-oriented learning evaluation and open reflection is an important foundation in developing educators who are responsive to change and able to apply assessment contextually and meaningfully.

However, the reality at various universities, including Victory University Sorong (UNVIC), shows that the learning process in this course remains conventional and theoretical. The teaching materials used are generally sourced from national literature that does not adequately reflect the social and cultural realities of Papuan society. Students struggle to relate evaluation theory to the educational context in their own region, which has its own unique socio-linguistic and cultural characteristics – resulting in a gap between the learning content and students' daily learning experiences. Research shows that when learning materials are not relevant to students' local contexts, knowledge transfer decreases, learning interest weakens, and students' ability to think reflectively about educational problems they face in the field is limited (Deng & Wang, 2023; Hutchison & McAlister-Shields, 2020; Ramli et al., 2025). Furthermore, learning approaches that ignore cultural aspects and local contexts tend to reinforce constraints on students' cultural representation and weaken their active engagement in the learning process (Aasebø & Willbergh, 2022; Steele et al., 2024). Therefore, it is necessary to develop teaching materials and learning media that explicitly integrate local cultural values and students' socio-cultural realities so that learning becomes more meaningful, contextual, and reflective.

Learning challenges in West Papua stem not only from limited media and learning resources, but also from socio-cultural complexities ranging from linguistic diversity, customs, and value systems within local communities. When curricula and learning practices fail to accommodate local wisdom (traditions, proverbs, folklore, and social norms), learning experiences often feel foreign and less meaningful to students. Conversely, learning that positions local knowledge as a pedagogical asset has been shown to increase student relevance, participation, and ownership of learning. Cross-contextual findings demonstrate the urgency of culturally responsive/sustaining pedagogy and culturally sensitive assessment for Indigenous communities (e.g., Māori), as these strategies strengthen engagement, assessment equity, and learning outcomes in higher education. In Indonesia's multilingual landscape, including the eastern region, the challenges of implementing multilingual education and revitalizing indigenous languages emphasize that instructional design needs to be rooted in local contexts to be effective. In line with this, Victory University Sorong students as prospective educators need to gain learning experiences that link theory with practice and local cultural identity in order to grow sensitivity to the character of students and the educational ecology in which they serve (Cooper, 2025; Eitel et al., 2024; Kerr & Averill, 2024; Ramli et al., 2025).

The results of initial observations and interviews with UNVIC students show that the presentation of the material is only theoretical without giving contextual direct examples, so that the Indonesian Language Learning Evaluation course is often considered difficult by students. This leads students to

focus more on memorising concepts such as validity, reliability, and types of assessments without understanding their application in real-world situations in Papuan schools. In addition, Education in the Papuan region is experiencing quite serious challenges such as the Education gap which results in significant differences in literacy levels between regions. Geographical conditions and the background of the mother tongue also affect the skills of students in using Indonesian. Therefore, the development of learning media based on local wisdom in Papua is an important step that must be implemented to bridge the gap between theory and learning practice.

Local wisdom embodies moral, social, and cultural values passed down from generation to generation and serves as a guide for community life. In the context of higher education, these values can serve as learning resources that enrich students' cognitive and affective experiences, helping them connect theory to real-life contexts and internalize sociocultural values. For example, research by Hidayati et al. (2020) and Salmiati et al. (2026) found that implementing local wisdom-based character education in Indonesian universities increased student tolerance and active participation. Similarly, research on learning based on local cultural values shows that the use of materials containing local wisdom has been proven to strengthen cultural identity and increase student learning motivation (Lubis et al., 2022 and Sakti et al., 2024). Furthermore, systematic reviews indicate that local wisdom plays a crucial role in continuing education and character development among the younger generation (Abas et al., 2022; Fathurohman et al., 2025).

In the context of the Indonesian Language Learning Evaluation course, the integration of local wisdom can be realized through the use of folklore texts, community proverbs, or traditional communication practices as analytical materials for evaluation instruments. This allows students not only to understand technical concepts such as validity and reliability but also to relate these concepts to the character of students and the Papuan cultural environment. For example, research on the development of teaching materials found that materials containing local wisdom were more easily accepted and remembered by students due to their high cultural relevance (Asmayawati et al., 2024; Naryatmojo D, 2019). Furthermore, other research shows that learning that reflects local culture strengthens students' learning experiences as future educators who value diversity and possess cultural sensitivity (Saphira, 2022). Therefore, the integration of local wisdom into learning media not only makes the material more relevant but also builds students' cultural awareness, making them educators who are not only technically competent but also responsive to cultural diversity.

Along with technological advancements, digital transformation in education has spurred the emergence of various learning media innovations. One form is e-modules, electronic teaching materials that enable students to learn independently, flexibly, and interactively. According to Syahfitri (2024), e-modules excel because they combine text, images, audio, and video, creating a richer multimodal learning experience. This medium can be developed to provide simulations, automated assessments, and integrate local content according to user needs. Several previous studies have demonstrated the effectiveness of e-modules in improving learning outcomes. Patras et al. (2025) found that e-modules based on local wisdom improved students' conceptual understanding by up to 85%. Unfortunately, there has been little research developing e-modules for Indonesian Language Learning Evaluation courses that explicitly integrate Papuan cultural values.

This research gap provides an important foundation for developing contextual learning innovations. Learning evaluation theories widely used in Indonesia still rely on classical approaches (Ezeh, 2023; Mehta, 2024), focusing on quantitative measurement of learning outcomes. This approach fails to account for cultural dimensions that can influence the evaluation process in multicultural regions like Papua. Several studies on local wisdom-based education have been conducted (Fadhilah & Sumarni, 2025; Hidayati et al., 2020), but these have been mostly applied to literature or character education. Meanwhile, research on digital e-modules has focused heavily on technological aspects (Yusuf, 2023) and has yet to address the integration of pedagogy and local culture. Thus, there is a new research space that combines all three: technology, pedagogy, and cultural values.

This research offers novelty in three ways. First, the integration of Papuan local wisdom values into the e-module content for the Indonesian Language Learning Evaluation course, a practice never before attempted at Victory University Sorong. Second, the development of an interactive e-module design using the ADDIE model, which is not only oriented towards appearance but also focuses on evaluative and reflective aspects based on cultural context. Third, the improvement of student competency through reflective learning that encourages understanding of the meaning of evaluation in the social and cultural context of West Papua. With these innovations, this research is expected to produce a learning model that is adaptive, humanistic, and relevant to the needs of students in eastern Indonesia.

Victory University Sorong's vision is "excellent, independent, and rooted in local cultural values." This vision aligns with the national policy of Independent Learning–Independent Campus (MBKM), which emphasises project-based learning and local wisdom. Initial observations at UNVIC indicate that learning is still dominated by lecture methods and does not utilize digital technology extensively. Lecturers and students need teaching materials that facilitate cultural exploration and enable active learning interactions. Therefore, e-modules based on Papuan local wisdom are expected to be a concrete solution for creating participatory, reflective, and meaningful learning. Students can learn with evaluation examples sourced from local texts such as the Legend of Raja Ampat or the Story of the Bird of Paradise, while simultaneously developing language and cultural assessment skills within a unified learning process.

The integration of technology and local wisdom in the development of this module is expected to be able to contribute to improving the quality of higher education in West Papua. Students not only focus on understanding the concept of learning evaluation, but also integrating cultural values in their thoughts and actions. Based on this, this research supports sustainable development goals (SDGs), mainly on quality education (SDG 4) and cultural preservation (SDG 11). Furthermore, this research strengthens the role of universities as centers of innovation capable of bridging modern science and local wisdom.

Overall, this background indicates that the main problem in the Indonesian Language Learning Evaluation program at Victory University Sorong is the lack of learning media relevant to the Papuan socio-cultural context. Developing e-modules based on local wisdom is a strategic solution to improve student competency, enrich learning experiences, and strengthen local cultural identity in higher education. With a technology- and culture-based approach, it is hoped that a more adaptive, contextual learning model will be created, oriented toward developing intelligent, character-driven, and cultured future educators.

## 2. METODE

This study uses a research and development (R&D) design with the ADDIE (Analysis–Design–Development–Implementation–Evaluation) model to develop an e-module for Indonesian Language Learning Evaluation that integrates Papuan local wisdom (folk narratives, oral expressions, and community communication practices) as the context for the evaluative task. In the analysis stage, a needs analysis was conducted through surveys and structured interviews with lecturers and students of the Indonesian Language Education Study Program at Victory University, Sorong. The results mapped gaps in evaluation knowledge/skills and the need for local content in digital teaching materials—in line with evidence that culture-based learning and culturally responsive teaching in technological environments strengthen the relevance, participation, and competence of prospective teachers (Cheng et al., 2021; Shadiev et al., 2023). The design stage formulated learning objectives, competency maps, and (authentic) task scenarios that link the concepts of validity–reliability–fairness of assessment with Papuan cultural texts/artifacts. The development resulted in a prototype e-module featuring multimedia, formative exercises, and automated feedback, based on evidence of the effectiveness of digital modules in higher education (Wu, 2024). Validation by material and media experts used Aiken's V to prove content validity, accompanied by the calculation of 95% CI per item;

this practice is common in the development of educational instruments/products and is recommended to ensure the adequacy of content and clarity of indicators (Pérez-Rivas et al., 2023). Usability was assessed through a pragmatic questionnaire and expert review rubric, while item internal reliability ( $\alpha/\omega$ ) was calculated in a limited pilot test.

The implementation phase tested the practicality and effectiveness with a quasi-experimental pretest–posttest design involving two equivalent classes ( $n \approx 60$ –90; natural clustering): an experimental class using a local wisdom-based e-module and a control class using conventional teaching resources. The primary variables were learning evaluation competencies (procedural knowledge, instrument development skills, ability to interpret learning outcomes, and culturally reflective attitudes), measured through standardized cognitive tests, project-based performance tasks, and attitude scales—following performance-based learning evaluation practices. Quantitative analyses included ANOVA (controlling for initial scores), mixed ANOVA (time  $\times$  group), and effect size (Hedges'  $g$ ), in line with recommendations for quasi-experimental designs in education (Capili & Anastasi, 2024) and meta-analytic evidence that digital interventions improve student learning outcomes and deep learning (Benavides-Varela et al., 2020; Wu, 2024). Additional evidence that ADDIE-based designs and blended/digital learning enhance knowledge, skills, and self-directed learning strengthens the rationale for design selection (Luo et al., 2024; Malsakpak & Pourteimour, 2024; Spatioti et al., 2022). Qualitative data (classroom observations, think-alouds, and short interviews) were analyzed thematically to evaluate cultural appropriateness and learning experiences, complementing quantitative findings within a convergent mixed-methods framework. Success criteria were: (1) valid-practical (Aiken's  $V \geq 0.80$ ; high usability score), (2) effective ( $\Delta$  score significant with medium-large effect size), and (3) culturally appropriate (qualitative themes indicating high relevance, identification, and engagement).

### **Ethical Research**

The research titled "Development of Indonesian Language Learning Evaluation E-Modules Based on Papuan Local Wisdom Values to Improve Student Competencies at Victory University of Sorong" must be carried out while upholding research ethics. First, research permits and approvals must be obtained before data collection. Second, the confidentiality and anonymity of participants' personal data must be maintained to ensure the security of participant data. Third, cultural sensitivity and respect must always be practised to ensure that the representation and interpretation of these values in the e-module are accurate, respectful, and do not distort their original meaning or context. Finally, researchers are obliged to maintain academic integrity and utilise research findings for the benefit of society.

## **3. FINDINGS AND DISCUSSION**

### **Findings**

This study aims to develop an e-module for evaluating Indonesian language learning based on Papuan local wisdom to improve students' competence in understanding, designing, and applying the principles of contextual learning evaluation. The results are presented based on the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development stages, which describe the entire process as well as the results of validation and effectiveness testing of the learning media.

### **Analysis Level**

The analysis phase was conducted to identify learning needs in the Indonesian Language Learning Evaluation course at the Indonesian Language Education Study Program at Victory University, Sorong. This analysis involved the course lecturer, fifth-semester students, and media developers. Based on the results of observations, interviews, and the distribution of needs assessment questionnaires to 60 students, it was found that 82% of students stated that they had difficulty understanding the concept of evaluation, especially in the aspect of designing assessment instruments that are appropriate to the

characteristics of students in Papua. As many as 76% of students stated that the teaching materials used did not include the local cultural context, making them feel far from their daily learning experiences.

Furthermore, interviews with two lecturers in charge of the course revealed that learning still predominantly uses conventional approaches and focuses on theoretical explanations. Students have not yet received learning experiences based on Papuan cultural contexts, such as the use of local texts, regional language expressions, or reflective activities based on customs. This situation indicates the need for innovative learning media capable of integrating local wisdom as a means of strengthening conceptual and affective understanding.

The results of the learning context analysis indicate that students in Sorong come from diverse cultural backgrounds: Biak, Serui, Fakfak, and Arfak. This diversity opens up opportunities to present e-modules based on local wisdom that represent West Papuan culture in the context of language learning evaluation. The competency analysis shows that the learning outcomes (CPMK) in this course require students to understand the principles and techniques and develop evaluation instruments ethically and contextually. Therefore, the developed e-modules are directed at linking evaluation theory (validity, reliability, objectivity) with cultural values such as honesty, cooperation, and responsibility in the Papuan social system.

### **Design Stage**

The design phase focuses on planning the structure and content of the e-module. Based on the needs analysis, a media design is developed that combines pedagogical, technological, and cultural aspects. The e-module structure consists of five main chapters:

1. Introduction: introduction to the concept of evaluation, the urgency of assessment in language education, and the relationship between evaluation and cultural values.
2. The Concept of Indonesian Language Learning Evaluation: basic evaluation theory, types of assessment (diagnostic, formative, summative), and principles of validity and reliability.
3. Evaluation Instruments: development of objective tests, descriptions, performance assessments, and authentic rubrics.
4. Contextual Evaluation Based on Papuan Local Wisdom: examples of the application of evaluation to local narrative texts, such as the Legend of Manseren Manggundi, the Myth of the Bird of Paradise, and the Arfak Proverb.
5. Cultural Reflection and Humanistic Assessment: evaluative learning that emphasises justice, empathy, and honesty.

This media was designed using Articulate Storyline software and published in SCORM format, compatible with Victory University Sorong's Learning Management System (LMS). The design takes into account user-friendliness, a combination of typical Papuan colors (yellow, maroon, and navy blue), and easy-to-read typography (Cambria and Poppins). Interactive features include automated quizzes, text assessment simulations, and video interviews with traditional figures.

### **Development Stage**

The e-module prototype was developed based on the agreed-upon design. The development process involved media experts, content experts, and local cultural experts. Validation was conducted using a 1–5 Likert-scale assessment sheet and Aiken's V analysis.

Table 1. Validation Results

Evaluation Aspects	Media Member	Subject Matter Expert	Cultural Expert	Avarage V	Category
Display Eligibility	0,91	-	-	0,91	Very Valid
Interactivity	0,89	-	-	0,89	Very Valid
Material Suitability	-	0,92	-	0,92	Very Valid
Cultural Relevance	-	-	0,87	0,87	Valid
Ease of Access	0,93	-	-	0,93	Very Valid
Overall average	-	-	-	0,90	Very Valid

In addition to expert validation, a readability test was conducted on 10 students. The results showed that 90% of students found the e-module easy to understand, 86% found the presentation appealing, and 88% considered the Papuan cultural values presented relevant to their lives. During the development process, the e-module underwent two revisions:

1. Addition of contextual illustrations in the form of photos of traditional houses and traditional clothing.
2. Adjusting instructional language to be more communicative and suited to students' learning styles.

### Implementation Stage

The implementation phase was conducted through a limited field trial involving two classes (n = 60 students). Class A used a local wisdom-based e-module (experimental), and Class B used conventional teaching materials (control). Data collection included cognitive learning outcomes, project evaluation assessments, and a reflective attitude scale. Pretest results showed no significant difference between the two groups ( $p = 0.41$ ), indicating initial equivalence. After four sessions of learning using the e-module, posttest scores showed a significant increase.

Table 2. Pretest and Posttest Results

Test Types	Group	Avarage Pre-test	Avarage Post-test	Gain Score	Category
Cognitive Test	Experiment	56,8	80,4	+23,6	High
Cognitive Test	Control	55,9	65,0	+9,1	Currently
Project Assessment	Experiment	68,5	88,9	+20,4	High
Project Assessment	Control	69,0	75,3	+6,3	Low
Attitude Scale	Experiment	3,22	4,51	+1,29	Positive

Attitude Scale	Control	3,25	3,64	+0,39	Enough
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Statistical analysis using ANCOVA showed a value of  $F(1,57) = 14,21$ ,  $p < 0,001$ , meaning there was a significant difference between the experimental and control groups after learning. Hedges'  $g$  value = 0,86 indicates a significant effect of the use of the e-module on improving student competency. In addition, the results of the practicality questionnaire showed that the average score of 88,4% was in the "very practical" category. Students felt the e-module helped them understand the evaluation steps, especially in identifying assessment indicators that were appropriate to the cultural context.

### Evaluation Stage

Evaluation is conducted at two levels: formative and summative. Formative evaluation is conducted in each chapter through automated feedback and self-reflection. Summative evaluation includes an overall assessment of the product's suitability based on validity, practicality, and effectiveness.

The results of data triangulation (experts, students, and lecturers) show that the e-module meets the three main criteria for product development according to Borg & Gall, namely:

1. High validity – indicated by an average Aiken's  $V$  of 0,90.
2. High practicality – indicated by a practicality score of 88,4%.
3. High effectiveness – indicated by a significant increase in learning outcomes ( $p < 0,001$ ).

Interviews with students supported the quantitative data. One respondent stated:

*"I now understand better how to assess learning outcomes by taking into account student character and local culture, because the e-module contains many examples of texts from our own region."*

The lecturer also emphasized that the use of Papuan culture-based e-modules encourages students to think critically, empathize, and appreciate diversity. Therefore, this e-module product is deemed suitable and effective for widespread implementation in the learning process.

### Discussion

The results of the study indicate that the development of an e-module based on Papuan local wisdom significantly contributed to improving student competency in the Indonesian Language Learning Evaluation course. Significant improvements in cognitive, affective, and psychomotor aspects demonstrate the effectiveness of a cultural values-based approach in enhancing students' conceptual understanding and social awareness. This aligns with the findings of Cheng et al. (2021) that integrating local cultural values into digital media significantly increases students' cultural awareness and learning engagement.

From a pedagogical perspective, these results confirm the effectiveness of the ADDIE model in developing digital-based learning media. Each stage of the model allows for continuous validation and revision, ensuring a high level of feasibility for the final product. Research by (Luo et al., 2024; Spatioti et al., 2022) also demonstrates that implementing the ADDIE model in distance learning produces systematic, measurable media that can improve learning outcomes by up to 25% compared to conventional methods.

The integration of local wisdom into e-modules also enriches students' affective domains. They not only learn academic evaluation concepts but also understand the moral and social values inherent in assessment practices. Values such as honesty, respect, and responsibility, embedded in Papuan culture, reinforce the meaning of evaluation as a humanitarian process, not simply a numerical measurement. This perspective aligns with the humanizing assessment approach, which positions evaluation as a means of character building and social awareness (Shadiev et al., 2023).

Theoretically, the results of this study extend the application of the Contextual Teaching and Learning theory (Johnson, 2002) to the digital realm and local culture. Students learn not only through

abstract material, but also through familiar social contexts. This approach enhances deep learning, as evidenced by (Wu, 2024) in their meta-analysis that context-based digital learning improves conceptual understanding by 30–40% compared to passive learning.

From a socio-cultural perspective, this research contributes to strengthening students' local identity. The integration of Papuan culture into digital educational media supports the preservation of intangible heritage and strengthens the spirit of nationalism. This is relevant to the goal of Indonesian higher education to produce graduates with character and roots in the nation's culture. In line with Prasisko (2019), education based on local wisdom is a crucial instrument for maintaining diversity and building social solidarity in multi-ethnic regions. The study also confirmed that students were more motivated to learn when they saw themselves and their culture represented in the learning materials. This demonstrates the importance of representation in digital educational media. Students' intrinsic motivation increased because they perceived the learning as relevant and meaningful. These results support the study by Benavides-Varela et al. (2020) that contextualized digital-based interventions improved knowledge retention and student emotional engagement.

In terms of practical implications, this e-module can serve as a replication model for the development of other teaching materials, such as Indonesian Language Teaching Methodology or Literary Text Analysis, with adaptations to the cultural values of each region. The use of e-modules also aligns with the Independent Learning–Independent Campus (MBKM) policy, which emphasises project-based learning, innovation, and local values. Furthermore, the results of this study support the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (quality education) and SDG 11 (preserving local culture in sustainable development).

Overall, the results and discussion indicate that the developed e-module meets the three main criteria for effective learning media: validity, practicality, and effectiveness. High validity indicates appropriateness of content and cultural context; practicality indicates ease of use; and effectiveness indicates significant improvement in learning outcomes. Therefore, this e-module can be implemented as an integral part of the language education curriculum at Victory University Sorong and other regions in Eastern Indonesia.

#### 4. CONCLUSION

The results of the study indicate that the development of an e-module based on Papuan local wisdom has proven valid, practical, and effective in improving student competency in the Indonesian Language Learning Evaluation course. The product developed through the ADDIE model has met the eligibility criteria with an average expert validity value of 0,90, a practicality level of 88,4%, and significant effectiveness based on the ANCOVA statistical test ( $p < 0,001$ ) and a large effect size (Hedges'  $g = 0,86$ ). The integration of Papuan cultural values—such as honesty, responsibility, and solidarity—into the e-module content can make the learning process more contextual and meaningful. Students not only understand the technical concepts of evaluation, but also internalize the ethical and social meanings in a fair assessment process that respects diversity. Thus, this e-module functions as a digital learning tool that is aligned with local cultural characteristics, while also addressing the need for educational innovation in eastern Indonesia.

Theoretically and practically, this research emphasises the importance of a contextual learning approach based on local culture in the development of digital media for higher education. The integration of technology and local wisdom has created a synergy between pedagogical innovation and the preservation of cultural values, in line with the Merdeka Belajar-Kampus Merdeka policy and the Sustainable Development Goals (SDG 4 and SDG 11) agenda. This e-module can be used as a model for replication for other courses that require a culture-based approach to strengthen students' competencies, character, and multicultural awareness. With this successful implementation, Victory University Sorong has the potential to become a pioneer in the development of digital learning rooted in Papuan culture that is humanistic, inclusive, and oriented towards improving the quality of national higher education.

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