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DEVELOPMENT OF E-MODULES IN PKN SUBJECTS TO INCREASE STUDENTS SOCIAL CARE CHARACTER VALUES IN ELEMENTARY SCHOOLS

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Abstract

Lack of textbooks and supports to provide effective Civics teaching in class V of elementary schools. There has been no development of teaching materials that help students to learn independently and demonstrate the value of social care character. Each student's level of understanding is different, so students with low abilities will have more difficulty understanding the material in the textbook. This research aims to create a PPKn learning module containing social care character values in class V of elementary schools. Potential development through learning is translated through educational objectives which are applied through the development of teaching materials in the form of modules implemented with character values, to facilitate the delivery of character to students. This research aims to develop an E-Module based on social care characters in Civics content for fifth grade elementary school students. This research uses the ADDIE model research and development (R&D) method which includes, Analysis, Design, Development, Implementation, Evaluation. E-Module development uses the "Book Creator" application by adding several components such as audio, video and links to support the E-Module. Results from feasibility tests (87.16%), practicality (90.6%), and effectiveness (85). This research can be concluded that the E-Module based on social care characters is feasible, practical and effective for use by fifth grade elementary school students. So, the Civics learning module contains social care character values and is suitable for use in learning. The implication of this research is that the Civics learning module containing social care character values can help students in the learning process.

Keywords : E-Module, Social Care Character, Civics

Introduction

Improving the quality of education is very important to create an intelligent, peaceful, open and democratic life. Therefore, it is very important to carry out reform efforts in the field of education so that the quality of education will be achieved in accordance with the national education goals, which are as follows: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength. religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The implementation of education in elementary schools is contained in learning. This activity really depends on the way the teacher designs learning so that it can achieve the expected goals in accordance with competency standards and basic competencies. This is also supported by the general perception which highlights that it is the teacher's job to teach and highlight students with various contents of information and knowledge. Achieving this goal is certainly not an easy job to achieve. This condition also occurs in fifth grade elementary school students. Learning is an interaction activity between teachers and students in the learning process (Laili et al., 2019; Sulistyaningrum et al., 2018). The importance of learning is a mentoring effort by teachers to convey information related to science to students (Tegeh & Kirna, 2013; Winarno et al., 2020). Learning has several components, including students, where the learning process is basically held for student learning in achieving predetermined goals , learning also has goals which are directions that must be a reference in

the learning process, with goals, the teacher has guidelines and targets that will achieved in teaching activities. If the learning objectives are clear and firm, then the learning steps and activities will be more focused (Pane & Dasopang, 2017), then the conditions in various learning experiences are designed so that students are able to achieve the goals that have been formulated, then there are learning resources, everything that related to enabling students to be able to gain learning experiences which include learning places, materials and tools, as well as learning tutorials and finally learning outcomes where achievements in acquiring abilities are adjusted to the goals to be achieved (Heriyani et al., 2021). Therefore, meaningful learning is a process of helping students understand the material provided by the teacher. The learning process can be said to be good, namely an active and effective learning process (Seruni et al., 2019; Susilowati et al., 2018). In carrying out this research, the social caring character that will be improved by referring to the real conditions that occur in the learning environment is integrity or a caring attitude. The caring value that is developed is integrity, namely the value of social care. The value of social care is attitudes and actions that always want to provide assistance to other people and communities in need (Agus Wibowo, 2012).

Education is a conscious and planned effort to realize the learning process so that students are active in developing their potential, and have religious spiritual strength, self-development, intelligence in society, nation and state. Education is part of social life where education is a manifestation of the nation's ideals and a means for developing potential. Education aims to develop potential related to change so that one can experience an educational process that includes personal development and social life where each individual has different ways of developing potential. Potential development through learning is translated through educational objectives applied in school subjects, through the Pancasila and Citizenship Education (PKn) subject which is one of the main subjects at school, which aims to develop the potential of citizens in the spiritual, rational and spiritual dimensions. social. The main aim of Civics in learning at school is to improve the ability to think critically, creatively and rationally in forming oneself and responding to citizenship issues based on character-based society. Civics is a lesson that is very rich in character values and is a leading sector in character learning. The main aim of Civics in learning at school is to improve the ability to think critically, creatively and rationally in forming oneself and responding to citizenship issues based on character-based society. Character education aims to develop and shape national character so that it can build a nation with character. Character is a human anthropological structure where humans experience freedom and limitations within themselves, for this reason character is expected to be the result of a process which is expected to become freedom and form certain individual qualities in a consistent pattern. Character cultivation in schools through learning aims to (1) ensure students behave well; (2) not all students can apply character learning; (3) to improve student achievement; (4) to help students live in the community; (6) helping students in dealing with problems related to morals; (7) to help students learn cultural values. The development of student potential based on character can be implemented through innovations carried out to achieve the goals to be achieved. Innovation is a development, engineering and research activity aimed at gaining new knowledge. The development of teaching materials is one of the innovations and creative efforts in education which aims to develop one's potential. Teaching materials also have functions, namely (1) as facilities for learning; (2) as a tool for student interaction in learning individually or in groups; (3) as a tool to assist teachers in delivering learning; (4) help students to learn at their own pace; (5) increase students' knowledge and understanding in learning. Regarding teaching materials, modules are independent teaching materials used by students which function as tools to assist teachers in conveying learning. A module is a teaching material that is presented systematically with interesting material and uses independent methods and evaluation. The module functions (1) as independent teaching material for students; (2) as a substitute for the teacher's function when studying alone; (3) as reference material for teachers; (4) as an independent evaluation tool for students. Modules are not only in printed form but also in electronic form which are often called electronic modules (E-Modules). E-Modules are learning tools that contain materials, methods and evaluations that are designed to be effective and interesting for students. E-Modules utilize technology in their use and are part of electronic based elearning where learning is electronic based and its use must use the internet.

Research Methodology

This type of research is development research. The model used as a reference in this learning media development research is the ADDIE model which includes the Analyze, Design, Development, Implementation and Evaluation stages. The choice of this model was based on the consideration that this model is very easy to understand, has a systematic flow, and is very clear. The data analysis technique in this research uses qualitative data analysis techniques and quantitative data. Qualitative data analysis is used to manage the results of criticism and suggestions provided by expert validators and is managed in the form of descriptions, criticism and

suggestions. Quantitative data analysis is used to manage the results of filling out questionnaires by expert validators, teachers and students containing questions about development.

Result & Discussion

The development of a nationalist character-based E-Module which was developed based on the ADDIE development model includes 5 development stages including (1) Analysis, researchers conduct an analysis of the Curriculum, KI, KD, and Indicators; (2) Design, the researcher determines the KD, Indicators, and parts of the E-Module such as cover, foreword, instructions for use, concept map, table of contents, activity sheet, summary, and bibliography; (3) Development, the researcher designed an E-Module using Microsoft Word which was then made into an image and then inserted into the Book Creator application to add audio, video and links; (4) Implementation, researchers implemented it online with 10 class 4 C students and 1 class teacher; (5) Evaluation, the researcher revised the E-Module which was developed with reference to research results from several practitioners, namely teachers and students. According to Prastowo (2012), the function of the module is as independent teaching material and is designed in an attractive way so that students do not get bored while studying the module. This development aims to produce an E-Module that is attractive and easy to use to help the learning process, especially for class V elementary school. Interesting learning media is media that can help students to be more active and enjoyable in the learning process. The design for developing a PPKn learning module containing the character value of tolerance begins at the analysis, design and development stages. The Implementation and Evaluation stages were not carried out in this development research.

In the first stage of analysis (analyze)

A needs analysis was carried out in the fifth grade of elementary school with the class teacher by conducting interviews stating that the textbooks, especially the social care character values, were incomplete, still very limited, narrow, while the scope of existing material was very broad and material from other sources needed to be added to support the process. learning. Learning carried out using and developing media has not been carried out and has not been implemented, teachers still tend to use assignment methods and are still guided by student books without the use of any media. This results in students being less enthusiastic and less enthusiastic about learning. Apart from that, there is a lack of facilities and infrastructure in the form of image media, learning media both from learning videos and from books used by teachers to support the online learning process. The lack of media used is a reference for the need to develop a Civics learning module containing social care character values. The Civics learning module containing social care character values was developed based on practical aspects and effective aspects in its use. Curriculum analysis is carried out by first analyzing and determining core competencies, basic competencies, indicators of competency achievement, learning objectives, and material contained in teacher books and student books as a basis for preparing the learning media that will be developed . The creation of this learning media is guided by the material book containing the character values of tolerance for class V elementary school. The results of this analysis will be developed in the form of a Civics learning module that is in accordance with the independent curriculum.

The second stage carried out is design

In the design stage, the Civics learning module containing tolerance character values was carried out by referring to the analysis stage that had been carried out previously. This stage starts with transferring the information obtained at the analysis stage into a document which will become the basis and objective of the Civics learning module containing the character values of tolerance. The aim is to provide an overview and flow of the learning modules that will be developed. The learning module developed contains flow stages, namely the cover, title of the learning video, name of the module creator, basic competencies and indicators of achievement of learning module competencies, flow of learning module material used.

The third stage of development (Development)

The development stage was carried out by designing and creating a PPKn learning module containing the character value of tolerance. Furthermore, research is carried out on the product by experts and practitioners to determine the validity of the learning modules developed and obtain suggestions and comments, so that improvements can be made to the media so that it becomes suitable media for use in the learning process. E-Modules must follow several stages so that E-Modules can be applied to students which include:

1. E-Module Eligibility

   According to Arikunto, 2018, if the product being developed gets a result of 70.01% then the product is "worthy" of use and if it gets below 70.01% then the product is not "worthy" of use. Based on validation data carried out by fifth grade elementary school teachers, the overall results of the validation assessment were 87.16 % with the criteria "Very Eligible".

2. Practicality of E-Modules

   According to Ernawati (2017), if the score is above the "Good" criteria or equal to "Good", it can be said that the product being developed is "Practical" and if the score shows below the "Good" criteria then the product is not "Practical". The practicality of the E-Module was obtained from practitioners, namely teachers and students. The E-Module is said to be valid if it is tested on students as practitioners. Based on the results of research conducted by fifth grade elementary school teachers as practitioners, they got a percentage of 94.1% so they got the criteria "Very Good" while the results of research from students conducted after using the E-Module as practitioners got a percentage of 87.1% with the criteria "Very Good " from limited field trials.

3. Effectiveness of E-Modules

   The effectiveness of the E-Module is obtained from the results of students' tests by working on evaluation questions and looking at the minimum completeness criteria (KKM), namely 75. The results of students' tests in working on evaluation questions with a total of 30 questions in the E-Module get an average score of 85, so you can it is said that the E-Module is "effective" in its use. The student's score in working on the evaluation questions has exceeded the specified KKM, namely 75, so it can be concluded that the E-Module used is "effective" in supporting online learning.

The fourth stage is implementation (Implementation)

The implementation stage is carried out by applying learning media that has been designed and developed in a learning process. At this stage, make notes about the shortcomings and obstacles encountered in the learning media being developed.

Evaluation stage

Evaluation stage is the final stage to evaluate the product that has been developed. This evaluation stage was also not carried out due to time constraints. The suggestions and input provided by learning media experts for the perfection of this media are; (1) add cover for class V SD, (2) add instructions for using the module, (3) some text and background that do not contrast (both are dark), 4) add the name of the supervisor at the end of the module. blurry . After analyzing the suggestions given by learning design experts, the next step is to revise the product according to the suggestions given. Based on the results of the data analysis that has been carried out, the Civics learning module containing social care character values has received very appropriate qualifications, so it is suitable to be applied in the learning process. This Civics learning module containing social caring character values must be developed because this Civics learning module containing social caring character values can facilitate students' independent and fun learning so that students can understand the learning material well. Apart from that, the existence of this learning module can also help teachers in delivering learning material to students, especially on social care character values. The Civics learning module contains social care character values which were developed focusing on fifth grade elementary school students in accordance with the independent curriculum. Therefore, the Civics learning module containing social care character values was developed to make it easier for students to understand the learning material. Based on the discussion, it can be understood that the Civics learning module containing social care character values has received very good qualifications, so it is suitable to be applied in the fifth grade learning process in elementary school. Existing findings show that module development is in accordance with student characteristics, KD achievement and indicators and needs. This can be seen from the validation results from experts. However, the development of this module has limitations, namely that the Civics learning module containing character values only develops one KD and indicator. In addition, this module is only developed until the practitioner test. So it is hoped that further research can develop this research at the implementation stage through the experimental stage. The existence of this module can be utilized in the Civics learning process, especially in developing social care character values. This module can facilitate students in developing social care character values so that they are more easily understood by students so they can be applied in everyday life. It is hoped that the implications of this research will have an impact on students in the learning process, so that they can improve Civics learning outcomes.

Conclusion

The results of the research that has been carried out can be concluded that, the feasibility of the E-Module can be seen from the three elements of feasibility, namely, material validation, language validation, and design validation. E-Module validation carried out by material experts has the criteria "Feasible" with a percentage of 83.92% (Feasible), E-Module validation carried out by language experts has a percentage of 94.44% (Very Feasible), and E-Module validation carried out carried out by design experts has a percentage of 83.75% (Feasible). So, from the validation of material experts, language experts and design experts, it can be concluded that the E-Module is "Suitable" for use as supporting teaching material during online learning. The practicality of the E-module was obtained from the assessments of teacher practitioners and students. Based on the results of the assessment carried out by the teacher, the percentage was 94.1 % (Very Good). The assessment carried out by students after the implementation process was carried out received a percentage of 87.1% (Very Good) which was obtained from limited field trials with 10 students and 1 fifth grade elementary school teacher. Based on the percentage of teachers and students above, it can be concluded that the E-Module is "practical" in its use. Effectiveness can be seen from the results of students working on evaluation questions on the E-Module with an average score of 85 (Effective) and have reached the KKM. It can be concluded that the learning process using the "Effective" E-Module is used as a learning support.

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