

Development of Character-Based PKn Learning Modules with the Theme of the Beautiful Diversity in My Country in Class IV SD Asuhan Jaya

Ayu Amanda Lestari¹, Irfan Dahnia²

¹Student Elementary School Study Program, Faculty of Teaching and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia.

²Elementary School Study Program, Faculty of Teaching and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia.

ARTICLE INFO

Keyword

Research and Development, Character Based Learning Module, Citizenship Education

ABSTRACT

This study aims to develop a Character-Based Civics Learning Module with the Theme The Beauty of Diversity in My Country for fourth grade elementary school students on the beautiful material of diversity in my country and to determine the feasibility of a character-based learning module for fourth grade elementary school students on the material of the beauty of diversity in my country. The development model used is the development of R & D Research and Development which uses the Dick and Carey procedural model by using the steps of determining teaching materials to be developed, identifying learning objectives, developing learning strategies, compiling and writing modules and designing conducting formative evaluations revising product development. The subject of this research was SD Asuhan Jaya using a sample of 30 students. The instrument used was a questionnaire consisting of a questionnaire for material experts, language experts, design experts and student response questionnaires. The Character-Based Civics Learning Module with the Theme The Beauty of Diversity in My Country for grade IV elementary school students that has been developed meets the criteria of being suitable for use for fourth grade elementary school students. Feasibility can be seen from the results of the validator, where the results of the module assessment by material experts obtained a value of 88.33%, with a very feasible category, linguists 91.66% in a very feasible category, display experts 90.00% with a very feasible category and response questionnaire students obtained 90.62% with a very interesting category.

Introduction

Humans need education in their lives, education is an effort so that humans can develop their potential through learning processes and or other methods that are known and recognized by society. Education is not just science, attitudes, skills and spiritual aspects also need to be obtained in a balanced manner, in accordance with one of the objectives formulated in the preamble of the 1945 Constitution, namely to educate the nation's life. State philosophy as contained in the Constitution article 31 paragraph 1-5 which reads: Every citizen has the right to education. Every citizen is obliged to attend basic education and the government is obliged to finance it (Surhayanto, 2013). Creating a good learning process is a practical learning tool and can help students understand the material (Apriyanti, 2018). Teachers are one of the main factors for the creation of the next generation of quality, not only in terms of intellect but also from the way of behaving in society. The teacher has a very

important role in determining the quantity and quality of teaching carried out in class (Dahnial, 2017: 34). In classroom learning, teachers rely more on textbooks purchased from publishers. In addition, the use of teaching materials that do not change from year to year, the use of ineffective textbooks where the teacher only looks at examples of questions without developing the textbook itself during learning because the teacher still does not present innovation in his learning, so that activities do not interesting. As if the class would be quiet. This is because students are not actively involved in learning activities. Active and effective learning should occur in all subjects including Citizenship Education (Civics) subjects in elementary schools by creating Civics learning that is able to develop skills in Civics learning is not easy. Civics learning helps students to have an attitude of respect and tolerance for others, because Civics lessons are given values on how to behave properly in accordance with Pancasila and good character values (Rizki, 2018).

Madiong (2018) Says that Citizenship Education (PKn) is a subject which is a series of processes to direct students to be responsible so that they can play an active role in society according to the provisions of Pancasila and the 1945 Constitution of the Republic of Indonesia. Active and effective Civics learning can be said to be good if the learning is also supported by supporting teaching materials. One of the learning tools is teaching materials in the form of modules. A good module is a module that students can use in developing their abilities and learning skills independently (Solihudin, 2018). However, in reality there are still problems related to the student handbook including many of the basic competencies of the 2013 curriculum which are not contained in the book, syllabus, or are not in accordance with Ministerial Regulation Number 57 of 2014 (Auliyanta, 2018). Learning materials are still not relevant to the required competencies. The shallowness of the teaching material also has an impact on the limited knowledge of students in its application (Solihudin, 2018).

Research Methodology

This research was conducted at SD Asuhan Jaya Medan with 30 grade IV students. The research design uses the R & D Research and Development method. According to Sugiyono, (2019) what is meant by research-to-development is a method used to create and validate educational goods where research-to-development is a means of improving and validating the products used. Based on the problems that have been observed by research and development. (Research and Development) applies the ADDIE type of development, through five stages: description, description, development, application, assessment. The ADDIE model uses a systems approach. The meaning of the systems approach is to provide how to prepare learning to arrange a logical sequence and use the output of each activity as input for further action. Below are the steps taken by researchers in making products, namely:

At the decomposition stage is a process of defining what students will learn. At this stage, three aspects will be described, namely needs analysis, student analysis and material analysis on theme 7 about the beauty of diversity in my country. At the design stage of the Civics module design teaching materials with the following steps: 1) Design Implementation of the Instrument, 2) Design of the Character-Based Civics Framework Module. At this development stage it produces a character-based Civics module which has been revised based on suggestions from the validator so that it can produce a character-based Civics module product. The validation test carried out is said to be complete if the validator says it is valid for the Civics module that has been developed so that researchers can find out the weaknesses and strengths of the Civics module. At the implementation stage the development results are applied in a lesson to determine the effect on the quality and practicality of learning which includes learning effectiveness, attractiveness and learning efficiency. While in the evaluation stage the final step of the ADDIE design model is to provide value to the development of learning modules, besides that the researcher, besides that the researcher made a final revision of the product developed based on the input obtained from the response questionnaire. The form of this research guide uses qualitative and quantitative data. Taking the instrument used in the increase is an attempt to prove the learning acquisition of students by using Civics modules that are suitable for use, an instrument that contains validation sheets and practicality sheets is needed. To measure validity using a scale of 1-4 points using the validity category in table 1.

Table 1. Scoring Using the Guttman Scale

Score	Criteria
1	Strongly Disagree
2	Don't agree
3	Setuju
4	Strongly agree

(Source: Sugiyono, 2013)

The score data obtained and to calculate the validation value use the following equation:

$$V = \frac{f}{n} \times 100\%$$

Information :

V : Validation value

f : Score obtained

n : Maximum score

The validity category of character-based Civics class IV module development is as follows:

Table 2. Character-based Class IV Civics Module Validity Categories

No.	Score in Percent (%)	Eligibility Category
1	< 21 %	Very Unworthy
2	21 - 40 %	Not Feasible
3	41 - 60 %	Decent Enough
4	61 - 80 %	Worthy
5	81 - 100 %	Very Worth it

Source (Sugiyono 2013:118)

Results and Discussion

The validation sheet was designed to determine the results and validity of the character-based Civics Class IV module obtained from several validators, namely Mr. Ryan Taufika, M.Pd., as the material expert validator, Mr. Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum., as linguist validator, Mr. Irfan Dahnial, S.Pd., M.Pd., as display expert validator.

1. Validity of Civics Module

The validation sheet is designed to determine the results and validity of the Class IV Elementary School Civic Education module. Before the Civics module was tried out in SD, the Civics module was first validated by the validator. After the Civics module has been validated by several validators, the three validators' assessment data for the Civics module are obtained as follows :

Table 2. Data on the results of the validity of the character-based Civics learning module with the theme of the beauty of diversity in my country Class IV

No	Validators	Results	Categori	Information
1	Ryan Taufika, M.Pd	88,33%	Very Worth It	FKIP UMSU Lecturer
2	Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum	91,66%	Very Worth It	FKIP UMSU Lecturer
3	Irfan Dahnial, S.Pd., M.Pd	90,00%	Very Worth It	FKIP UMSU Lecturer
	Rata-rata	89,99%	Very Worth It	FKIP UMSU Lecturer

(Source validators (validity questionnhere)

Based on table 2, it can be concluded that the aspects assessed in the character-based Civics class IV module with the theme of the beauty of diversity in my country, the results of the assessment of the three validators with a general score of 89.99% are categorized as very feasible.

2. Practicality Data

According to Rikizaputra et al., (2021) Practicality is the ease with which a product is produced when it is used. This practicality test was tested on students. Practicality data is found from the results of the practice of educator activities and the practicality of student activities. Student response practicality sheet filled in by each individual class IV student. The presentation of practicality results can be observed in the table below.

Table 3. Data on the Practicality Results of the Civics Module by Students

No	Practitioner	Results	Categori
1	Learnes	90,62%	Sangat Praktis

(Practical Score (student response questionnaire))

So it can be concluded in table 3 shows that based on practicality tests through practitioner sheets by students who grow are on a very practical benchmark. It can be concluded that the Civics learning module is very interesting for students to learn, apart from being easy for students to understand, by being given interesting pictures and character values that they do not know about can give enthusiasm for learning so that it is hoped that it can improve student understanding results.

According to the results of the character-based Civics class IV research on thematic learning for the learning process. Learning resources are all types of materials used to help teachers carry out learning activities in the room. The teaching materials are unique and specific. Types of teaching aids such as visual aids, namely one of the printed teaching materials that are directly observed, can be applied by students during teaching and learning. Audio is a non-printed learning resource in which there are systems that use the network directly. Audio is a teaching material that combines two materials, namely visual and additive. Auditive material is shown to capture the sense of hearing, while visual is to capture the sense of sight. While interactive, namely teaching materials that combine interactive learning. Good teaching materials include learning objectives, basic skills, learning materials, media illustrations, learning processes, practice questions with answer guides, comments, and bibliography Wati et al., (2020). Teaching materials that are often used by educators, for example, are modules.

Modules are learning tools that contain learning materials, instructions for learning activities, exercises and ways of evaluating which are designed in a systematic and attractive way to achieve the expected competencies and are used independently (Safitri, 2021). The Civics module is a comprehensive learning material that contains a variety of learning experiences to help students master learning objectives. The Civics module features are self-learning, independent, self-sufficient, adaptive, user-friendly, this is reinforced by the opinion of Amanda & Hothimah, (2022). Character can be interpreted as a description or self-image of the individual and the actual student because each individual has character and can be seen in the actual individual including good or bad character. Princess (2019). Character education is an education system that has the goal of cultivating character values in Faujiah's students (2021). As for those that include character values that must be instilled in students such as honesty, politeness, courtesy, responsibility, and religion. From the results of the reviewers it can be concluded that the investigator's objectives have been achieved. The product of this development is the Character-Based Civics Learning Module with the theme The Beauty of Diversity in My Country, class IV in semester one, which has been tested at Asuhan Jaya Elementary School.

A. Data Analysis

The research conducted resulted in a character-based Civics learning module with the theme of the beauty of diversity in my country. Obtain information that the developed character-based Civics module can be used as a reference for educators for reference in choosing an education or teaching material. Based on the survey results towards the development of character-based Civics class IV modules with the theme of the beauty of diversity in my country using the ADDIE model, namely analysis, design, development, application, assessment. The process of improving the Civics module begins with a validation test conducted by an experienced validator and continues through the direct testing process. After being carried out by students and completing data collection, it can be explained as follows:

a) Analyze Phase

This stage is the initial stage in the ADDIE model which is carried out in the investigation, the stage being analyzed is one of them :

1. Need Analysis

In this analysis, SD Asuhan Jaya uses the Ministry of Education and Culture's learning resources, in the teacher's book also has core competencies and competency maps. The teacher and student books used in SD Asuhan Jaya are not yet related to character-based. SD Asuhan Jaya is an elementary school with a vision and mission to love science, worship and shape students' personalities in good faith, the environment, religion, and motivate them to be of benefit to the nation. In addition, Asuhan Jaya Elementary School really needs character-based Civics modules, so the researchers improved the Civics module according to class IV characters.

2. Student Analysis

Based on the results obtained, researchers knew the number of students in class IV, namely 30 students, 14 male students and 16 female students. Students in grade IV are on average 9 or 10 years old. Most of the parents' ethnic groups are Batak, Javanese and Minang, but during the education and learning process, students interact with teachers in Indonesian. In addition, students have different levels of thinking, some are confident and some are shy when asked to come to the front of the class.

3. Material Analysis

The analysis chosen for this development is SD Asuhan Jaya, Class IV 2013 syllabus material, namely the Beautiful Diversity in My Country, Sub Theme 1.

4. Design Stage

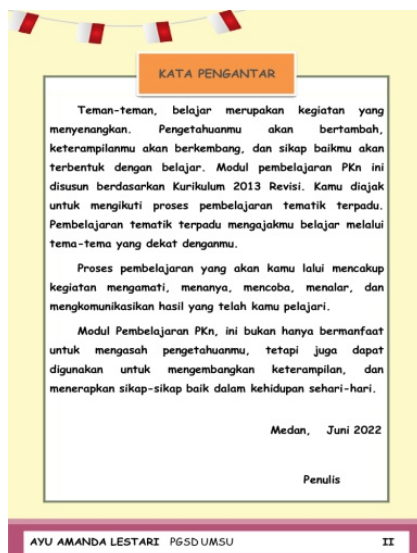
The results of the design carried out by researchers include components that aim to facilitate student learning processes and understanding of the material. The displays of products that have been developed are :

Table 4 Character-Based Civics Module Products

Module View



Picture 1. Front Cover Character-Based Civics Learning Module



Picture. 2 Foreword

DAFTAR ISI	
HALAMAN JUDUL	I
KATA PENGANTAR	II
DAFTAR ISI	III
DESKRIPSI MODUL PEMBELAJARAN BERBASIS KARAKTER	IV
PETUNJUK PENGGUNAAN MODUL	V
TUJUAN	VI
KOMPETENSI INTI	VII
KOMPETENSI DASAR	VIII
SUB TEMA 1 KERAGAMAN SUKU BANGSA DAN AGAMA DI NEGERIKU	1
RANGKUMAN	26
DAFTAR PUSTAKA	28
BIODATA DIRI	30

AYU AMANDA LESTARI P6SD UMSU III

Picture 3. List of Contest

PETUNJUK PENGGUNAAN MODUL	
<p>Petunjuk Untuk Guru</p> <ol style="list-style-type: none"> 1. Ciptakan kondisi ruang kelas yang nyaman untuk proses pembelajaran. 2. Jelaskan petunjuk pembelajaran modul pada siswa. 3. Jelaskan kegiatan apa saja yang harus dilakukan siswa. 4. Pantau kegiatan siswa dan bantu siswa saat menemui kesulitan dalam belajar. 5. Berikan tugas pada setiap siswa di akhir kegiatan belajar. 6. Berikan umpan balik kepada siswa berdasarkan hasil yang diperoleh. <p>Petunjuk Untuk Siswa</p> <ol style="list-style-type: none"> 1. Sebelum memulai kegiatan belajar jangan lupa berdoa. 2. Baca dengan teliti KD dan indikator yang terdapat di dalam modul. 3. Pahami konsep pendukung untuk memahami konsep inti. 4. Baca materi yang sudah tersedia. 5. Perhatikan gambar ataupun soal yang tersedia untuk membantu menemukan konsep, isilah jawaban pada setiap soal yang tersedia. 6. Jika menemukan kesulitan tanyakan kepada guru. 	

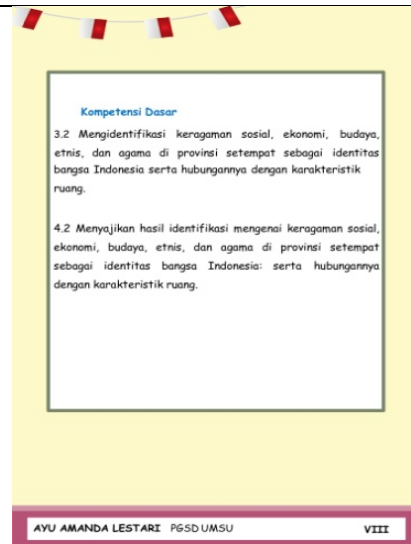
AYU AMANDA LESTARI P6SD UMSU V

Picture 4. Module Usage Instructions

KOMPETENSI	
<p>Kompetensi Inti Kelas IV</p> <ol style="list-style-type: none"> 1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya. 2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangganya. 3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain. 4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia. 	

AYU AMANDA LESTARI P6SD UMSU VII

Picture 5. Core Competency



Picture 6. Basic Competencies



Picture 7. Back Cover

5. Development Stage

The purpose of this stage is product validation, then the product is tested in order to find out the usefulness and convenience of the enhanced Civics module. Even though it was revised after testing, the actual testing allowed the product to be tested during the teaching and learning process in Class IV SD Asuhan Jaya. In the validation stage, the Civics module developed prior to being tested in elementary schools must first be validated. There are three names for validators who validate products, namely Ryan Taufika, M.Pd as a material feasibility validator with a value of 88.33% which is categorized as very valid. Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum as a language validator with a score of 91.66% is categorized as very valid. Meanwhile, the display validator Irfan Dahnial, S.Pd., M.Pd as a display validator is categorized as very valid, thus obtaining an average of 89.99%.

6. Implementation Stage

The implementation stage carries out the stages which provide instrument sheets filled out by expert Class IV SD Asuhan Jaya teachers, and student response questionnaire sheets filled out by individual student validators.

7. Evaluation Stage

The final stage in ADDIE development is the evaluation stage. The results of this stage were carried out by analyzing the research data obtained by the effectiveness of the Character-Based Civics Module.

Conclusion

The character-based Civics Class IV module at Asuhan Jaya Elementary School is said to be valid and appropriate for students to use in educational efforts, concurring with the research findings. The results of the expert validation reveal that the character-based Civics class IV module is suitable for use by educators and students with a common score of 91.66% which is categorized as very valid. The results of the character-based Civics module practicality test for class IV carried out by students produced a score of 90.62%

References

- Amanda, N. Z., & Hothimah, R. H. (2022). Planting the Concept of Teaching Materials in the Covid-19 Pandemic Era at Karang Tengah Elementary School, Tangerang City. *Jurnal of Education and Saina*, 2(2), 199-208.
- Apriyanti, R., Lufri, & Putri, D. H. (2018). Development of a Module with Spritual Nuances in Comic Strip Form on Human Reproductive System Material for Class XI SMA/MA Student. *Bioeducation Journal*, 2(2).
- Dahnial, I. (2017). Competency Analysis of Civic Teachers in Implementing the 2013 Curriculum at State Middle Schools in the Stabat Distric. *Thematic Journal*, 7, 34.
- Faujiah, N., Muwarni, S., & Driana, E. (2021). Evaluation of Character Education in Islamic Elementary School Daurus Shofwah Bojongged-Bogor. *Journal of Educational Research and Assement*, 3 (2), 9-20.
- Madiong, B. (2018). *Citizenship Education Civic Education*. Macasar: Celebes Media Mighty.
- Putri, I. D. (2019). Strengthening the Character Education Program (PPK) Through Dance Extracurricular Activities in SD Pendas: *Journal of Basic Education*, IV, 125-134
- Rikizaputra, Festiyed, Yuni Adha, & Yerimadesi. (2021). Meta-Analysis: Validity and Practicality of Science-Base Science Civic Education Module. *Journal of Biology Education*, 8(1), 45-56.
- Rizki, A. (2018). Improving Internship Learning with the Application of the Role-Playing Method for Class II Students at SDN 003 Bangkinang City. *Journal Basicedu*, 2(25801147), 37.
- Safitri, W. L., Darma, Y., & Haryadi, R. (2021). Developmet of Learning Modules with Inquiry Methods on Critical Thingking Ability in Quadrilaterals and Triangles for Junior High School Students. *Journal Numeracy*, 8(1), 25–40.
- Solihudin JH, T. (2018). Web Based E-Module Development For Improving Achievement of Physics Knowledge Competence in Material Static And Dynamic Electricity High School WaPfi (Physic Education Platfrom), 3(2), 51.
- Sugiyono. (2013). Quantitative Research Methods, Qualitative, and R&D. Bandung : Alvabeta.
- Surhayanto, A. (2013). The Role of Citizenship Education in Fostering Tolerance Among Students. *Journal of Government and Social Political Science*, 1, 193.
- Wati, I. F., Yuniawatika, & Sri Murdiah, (2020). Needs Analysis of Creative Character Integrated Based Learning Teaching Materials. *Journal of Character Education*, 10(2). <https://doi.org/10.21831/Jpk.V10i2.31880>