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Character Based Module Development
for the Practicality of Social Science Learning Process
in Elementary School

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Abstract

The development of character based modules for the practicality of the elementary social studies learning process is part of the efforts made to overcome learning problems. Facts obtained in the field, the learning process is directed at children's ability to memorize information without understanding the information obtained, so that the impact is unable to develop children's ability to think critically and systematically. The purpose of this research is to develop a character-based module for the elementary social studies learning process. This type of research and development uses a 4-D (Four-D) development model which consists of four stages, namely the definition stage, the design stage, the development stage, and the dissemination stage. The practicality test is carried out after the development stage. The data collection technique in this study was using a questionnaire, namely a teacher response questionnaire and a student response questionnaire. Data validation was carried out by 2 validators, namely expert validators in the field of social science and practitioner validators. Practical analysis uses the results of teacher and student responses. The module is said to be practical if it is at a fairly practical level, which is at number 3 out of 4 (very practical). The results of the analysis, the character-based module which is stated to be very practical, can be seen from the results of the teacher's response questionnaire and the student's response with an overall average score of 4 very practical, thus providing the development and application of the character-based module very practical because it can make it easier for teachers and students. learn in the learning process.

Keywords: *Practicality, Module, IPS, Character*

Abstract

The development of character-based modules for the practicality of the elementary social studies learning process is part of the efforts made to overcome learning problems. The reality obtained in the field, the learning process is directed at the ability of children to memorize information without being required to understand the information obtained, so that the impact is not being able to develop children's abilities to think critically and systematically. elementary school. This type of research and development uses a 4-D (Four-D) development model which consists of four stages, namely the definition stage, the design stage, the development stage, and the dissemination stage. The practicality test is carried out after the development stage. The data collection technique in this study was using a questionnaire, namely a teacher response questionnaire and a student response questionnaire. Data validation was carried out by 2 validators, namely expert validators in the field of social science and practitioner validators. Practical analysis uses the results of teacher and student responses. The module is said to be practical if it is at a fairly practical level, which is at number 3 out of 4 (very practical). Based on the results of the analysis, the character-based module is stated to be very practical, it can be seen from the results of the teacher response questionnaire and the student response questionnaire with an overall average score of 4 with a very practical category, so it is concluded that the development and application of character-based modules is categorized as very practical because it can provide convenience for teachers and students in the learning process.

Keywords: *Practicality, Module, IPS, Character*

PRELIMINARY

Education is the main thing to develop individual competence and as a stepping stone to grow knowledge insight. The era of disruption is growing rapidly with various facilities that make it easy to access knowledge, so education needs to be formulated to adjust the demands along with the times, so that it fits

their needs.

Education has a great influence in human life. From a human point of view, an educated person gets a higher degree than an uneducated person. In line with that, Allah SWT raises degrees for people who have knowledge as He says in the QS. Mujlah verse 11, which means:

"O you who believe, when it is said to you: "Be spacious in the assembly", then be spacious, Allah will make room for you. And when it is said: "Stand up", then stand up, Allah will surely exalt those who believe among you and those who are given knowledge by several degrees. And Allah is Knowing of what you do" (Al-Mujdadah: 11)."

In accordance with the goals of national education and Al-Qur'an Surah Al-Mujlah verse 11 above and to meet the demands, improving the quality of education is an urgent need. The educational process has started since humans were born in a family environment, and continued with the level of formal education. Law (UU) No. 20 of 2003 concerning the National Education System, states that national education chapter II article 3 functions:

"Developing abilities and forming dignified national character and civilization in the context of educating the nation's life, the aim is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are creative, independent, and become democratic citizens. and take responsibility."

In an education system that applies the concept of independent learning, learning materials that are specifically designed to be studied by students independently are needed, because it requires professionals who are able to develop independent learning materials (Setiyadi: 2017). The 2013 curriculum is an effort to realize the functions and objectives of the national education system, which has been implemented since the 2013/2014 Academic Year, with more emphasis on character education in accordance with Law (UU) No. 20 of 2003. Through the 2013 curriculum, it is hoped that this nation will become a dignified nation, its people have added value, and selling points that can be offered to other people and other nations in the world, so that they can compete, side by side, and even compete with other nations. in global regulations (Mulyasa: 2013).

In the 2013 curriculum, the module as one of the learning media has a very important role in the learning process, namely as a reference for students and teachers to create a practical learning process. Learning using the module, students can learn individually, adjusting their learning speed to their respective abilities, but there are certain tasks that require students to work together in groups (Siregar: 2020). For students, the module becomes a reference material that can be absorbed in the learning process so that it can become knowledge. As for teachers, teaching materials are one of the references for delivering knowledge to students (Belawati: 2013).

According to Asyhar (in Sica: 2014) that the module is a form of print-based teaching material designed for independent learning by students in learning, therefore the module is equipped with instructions for independent study. Modules as one of the efficiency efforts in the field of education, many things actually affect the quality of an educational program such as the quality of students, the quality of teachers, the availability of modules, curriculum, facilities, facilities, management, and so on. As a component in education, modules in various types are one of the factors that affect the quality of education. From the point of view of educational technology, modules of various forms are categorized as part of learning media (Sadiman: 2013).

Character-based learning in the world of education continues to receive attention from various groups along with the low quality of student achievement produced by formal educational institutions, especially at the primary and secondary education levels (Muthoifi: 2015). Based on this, the development of character-based modules for the practicality of the elementary social studies learning process is part of the efforts made to overcome learning problems. Some research results show that the use of modules in the learning process can provide practicality in lessons (Wenno: 2010). In social studies

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learning, students must find themselves the various knowledge they need, either discovering again or finding something new, but in fact, The learning process in the classroom is directed at the child's ability to memorize information without being required to understand the information he remembers for everyday life. This applies to all subjects, especially social studies cannot develop children's ability to think critically and systematically, because thinking learning strategies are not used properly in every learning process in class (Sanjaya: 2008).

Based on the explanation above, researchers need to develop character-based modules in social studies learning to create practical learning so that it can facilitate teachers and students in the learning process.

RESEARCH METHODS

Based on the initial findings and problems in the field, the researchers will use the type of research, namely research and development or Research and Development (R&D) to overcome learning problems in students. Research and development or Research and Development (R&D) is a process or steps to develop a new product or improve an existing product and can be accounted for (Nana: 2007). The development procedure in this development research follows the steps instructed in the 4-D (Four-D) development model according to Thiagajar et al. (1974). The 4-D (Four-D) development model has 4 stages, while the purpose of each of these stages is the defining stage, the design stage, the development stage, and the stage of dissemination (Disseminate). The research location is MI Madani Alauddin, Gowa Regency with 20 class V students as research subjects. The validity of the module is based on the validation results of 2 validators, namely expert validators in the field of social studies and practitioner validators.

Table 1
Module Validity Criteria

No.	Score	Category Validity
1.	1	Invalid
2.	2	Quite valid
3.	3	valid
4.	4	Very valid

Source: (Arikunto: 2009)

Sources of data come from teachers and students. The data collection technique used is a questionnaire with data collection instruments including teacher response questionnaires and student response questionnaires to see the practicality of the module. Practical analysis is based on teacher and student response questionnaires. A module is said to be practical if it meets the following indicators:

1. The results of the teacher and student response questionnaires show that the character-based module is in quite practical criteria.
2. observer in the observation sheet states that the media can be used by teachers and students.

Table 2
Module Practicality Criteria

No.	Score	Eligibility Category
1.	4	Very Practical
2.	3	Practical enough
3.	2	Not practical
4.	1	Very impractical

Source: (Arikunto: 2009)

The hypothesis of this research is that after the development of a character-based module, it can make elementary social studies learning more practical so that it makes it easier for teachers and students in the learning process.

RESULTS AND DISCUSSION

Research and development has several stages so that finally a product that is practical to use is obtained. In developing the character-based module, the researcher uses a 4-D (Four-D) development model with the following stages.

1. Defining Stage

At the definition stage, this is done to determine and define the learning conditions. Determination of learning requirements begins with an analysis of the objectives. The results of each stage of definition are described as follows.

a. Learning analysis, based on the analysis conducted on fifth grade students at MI Madani, Gowa Regency, that in the learning process students still find it difficult to understand concepts and implement social studies learning

materials in their social life, of course this is strongly influenced by the character of each individual. Social studies learning is still considered to be focused on theory with a rote system that makes students feel bored quickly in learning. Therefore, through the development of the red and white character module, it can provide significant changes and eliminate boredom in learning so that it can foster a spirit of learning and shape the character of students, especially understanding the learning materials in theme 3.

b. Analysis of students, the research subjects in this study were students of class V MI Madani, Gowa Regency as a pilot school with a module developed by the researcher. Based on the analysis of the students, the researcher analyzed the background knowledge possessed by the students, the attitudes shown and the understanding of the students during the learning process, the results obtained were still low and the attitudes of the students had not been reflected in the learning materials being taught. Based on field findings,

c. Concept analysis, concept analysis in this study is an analysis of the material to be taught. In the learning process, the overall success of learning can be measured by the success of teachers (teachers) in designing teaching materials in the form of character-based modules, so that the material delivered can be understood by students so that it is reflected in their character because in essence the learning material is always related to the learning objectives to be studied. achieved. Materials and modules that are in sync with learning must be prepared so that the learning process can be carried out properly so that it can achieve learning objectives. These targets must be in accordance with the learning objectives to be achieved by students. The material taken in this research is the material contained in theme 3 sub-themes 1 to 3 which specifically discuss social

interactions, this is then integrated with character-based learning. The character-based social studies module, which is named the "Red and White Character Module", is designed with character-based learning in accordance with the Ministry of Education and Culture's character strengthening program so that the character of students can be seen after understanding the material in the developed module.

d. Task analysis, task analysis is oriented to achieve learning objectives, both those that must be completed by students during the learning process and tasks outside the classroom. The task activities displayed in the learning process are outlined in the Student Worksheet (LKPD) which are completed during the learning process. When doing assignments, students are less enthusiastic in completing assignments because the tasks given are only to take notes or write so many theories that doing assignments are considered meaningless and very influential on learning outcomes and the value of their attitudes. The researcher's solution will be to make assignments in the form of LKPD which will be outlined in character-based modules,

e. The specification of the objectives, the formulation of learning objectives are made in accordance with the 2013 curriculum and the learning needs of students. The learning objectives describe the process and learning outcomes that are expected to be achieved by students in accordance with basic competencies. Learning objectives are made based on core competencies, basic competencies, and indicators that refer to the syllabus. The following are the specifications for the formulation of the learning objectives used in this study: Students can identify keywords in print media advertisements correctly, students can create and write information conveyed from exposure to print media advertisements, students explain the contents of advertisements

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and demonstrate the advantages of products/services from these advertisements. correctly and confidently, students can make clear scripts and sketches of public service advertisements,

2. Design Stage

The design phase of the character-based IPS module aims to prepare modules that will be used in the learning process, while this stage includes the following steps.

a. Preparation of tests, preparation of tests based on material analysis and task analysis described in indicators of competency achievement. The test in question is the Social Studies learning outcome instrument (social interaction) using LKPD to measure student learning outcomes.

b. Selection of media, the selection of media in the learning process is needed in helping teachers and students in the learning process. The media used in learning is a character-based module.

c. The selection of the module format, the selection of the module format is carried out by adjusting the format of the lesson plans, student books, LKPD and assessment of learning outcomes in accordance with national education standards. However, in choosing the format of this module, the researchers developed more character-based social studies modules that were adapted to regional and environmental conditions where students lived concretely by adopting 3 sub-themes material 1 to 3 by updating the format and material in the developed module.

d. Initial design, the initial design in this study was to design all learning tools and research instruments to be used including lesson plans, character-based modules, LKPD, attitude assessment journals, teacher response questionnaires, and student response questionnaires that will be used during research and the learning

process.

3. Development Stage

The development stage is the stage to produce a product in the form of a character-based social studies module that can be used by teachers during the learning process. There are 2 validators used in this development research, namely expert validators and practitioner validators where the expert validator is a lecturer who has expertise in developing social studies learning modules and character education while the practitioner validator is a classroom teacher who knows the field conditions.

a. Validation, validation was carried out to determine the feasibility of the research instrument, while the research instruments that were validated were the character-based social studies module, teacher response questionnaire, student response questionnaire. This character-based social studies module was validated by 2 validators, namely expert validators and practitioner validators.

Table 3
Module Validation Results

No	Aspect	V1	V2	Average	Information
1	Display quality	4	4	4	Very Valid
2	Attractiveness	4	4	4	Very Valid
Overall Average				**4**	**Very Valid**

Source: (Arikunto: 2009)

b. Limited trial phase. Before testing, the module is first validated by the validator. After that, simulations and limited trials were carried out on class V MI Madani students, Gowa Regency. At this stage, observations were made to observe the activities of students and the teacher's ability to deliver learning materials using a character-based social studies module.

c. Extensive trial stage, After conducting a limited trial, then the next is the broad trial stage. As for the results of the research from the broad trial stage, namely, in the learning process, students have a high enthusiasm for

learning, this is evidenced by the occurrence of an interactive learning process which is then seen from the learning outcomes of students. Furthermore, as a measure of the success of the implementation of this character-based social studies module, it can provide convenience and practicality for teachers in delivering learning materials.

4. Deployment Stage

The dissemination stage of this development research was not carried out nationally or comprehensively considering that researchers were still constrained by the material area.

The indicators for the practicality of the character-based social studies module are the teacher's response and the student's response. These indicators can be seen as follows.

1) The results of teacher responses, the main purpose of teacher response analysis is to find out the views and responses of teachers regarding the character-based social studies module developed. Teacher responses were analyzed based on the research location, namely class V MI Madani, Gowa Regency. The results of the teacher's response can be seen in the following table.

Table 4
Teacher Response Results

No.	School	Average Teacher Response	Information
1	Class V teacher at MI Madani, Gowa Regency	4	Very Practical
Overall average		**4**	**Very Practical**

Source: (Arikunto: 2009)

Based on the table above, it shows that the average overall teacher response is 4 with a very practical category.

2) The results of student responses, the main purpose of analyzing student response data is to find out student responses regarding the character-based social studies module developed. Student responses were analyzed based on the research location, namely class V MI Madani, Gowa Regency. The results of student responses can be seen in the following table.

Table 5
Student Response Results

No.	School	Average Student Response	Information
1	Class V MI Madani Gowa Kabupaten	4	Very Practical
Overall average		**4**	**Very Practical**

Source: (Arikunto: 2009)

Based on the table above, it shows that the average overall response of students is 4 and is categorized as very practical.

The results of the teacher response questionnaire and the student response questionnaire show that the development of a character-based social studies module is practically used. The results of teacher and student responses in module development can be seen in the following diagram.
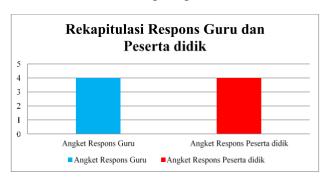

Image 1
Diagram of Teacher and Student Response Recapitulation

Based on the recapitulation diagram of the results of teacher and student responses, it shows that the average teacher response results are a value of 4 with a very practical category, and the results of student responses with a value of 4 in a very practical category, so that the module developed can be stated as very practical.

Based on the results of research conducted by researchers on fifth grade students at MI

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Madani, Gowa Regency and teachers in the learning process, it shows that the modules used are very helpful and provide convenience for teachers, this can be seen from the responses of students who really like the module to be displayed and delivered. by teachers and researchers. And based on the results of the responses of teachers and students with an overall average score of 4 with a very practical category, so that researchers can conclude that the character-based social studies module is very practical to use in the learning process for class V students at MI Madani, Gowa Regency.

CONCLUSION

Based on the research results, the character-based module is stated to be very practical, it can be seen from the results of the teacher response questionnaire and the student response questionnaire with an overall average score of 4 with a very practical category, so it can be concluded that the character-based module is categorized as very practical because it can provide convenience for students. teachers and students in the learning process.

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