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The Development of Character Education Module on The Beautiful of Diversity Theme in My Country Based on Local Wisdom of Kudus Regency

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Abstract: The purpose of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. This study aims to explain the needs analysis of the module, develop the module design, explain the feasibility, and explain the effectiveness of using the Strengthening Character Education Module based on Local Wisdom in Kudus Regency. The module was designed according to the content of Citizenship Education, theme 7 The Beauty of Diversity in My Country for fourth graders in elementary school. This type of research is Research and Development (R&D) using the ADDIE model. The subjects of this study consisted of 88 fourth-grade students at Elementary School No.1 Muhammadiyah Kudus, Integrated Islamic Elementary School Umar bin Khattab, and Elementary School No. 2 Singocandi. Data collection techniques in this study used interviews, observation, documentation, and tests. The instruments in this study consisted of interview sheets, observation sheets, and questions. The data analysis technique used is a t-test with a significance level of 0.05. The results showed that the module developed was feasible and effective to use in learning. The feasibility of the module is indicated by an assessment of "very good." A score of 18 with a percentage of 90% was obtained for the assessment of teaching materials, a score of 17 with a percentage of 85% for the assessment of character education, and an average of both 85% for the feasibility of the module. The effectiveness is proven by the results of the t-test = t-count<t-table = (8,266>2,055). Therefore, Ho is rejected, meaning that there are differences in learning outcomes before and after learning.

Keywords: Development, Strengthening Character Education, Diversity, Module, Local Wisdom

1. Introduction

Learning in the 2013 curriculum is learning that is planned as a guide to achieving educational goals. The current 2013 curriculum has a good goal, namely planning active, effective, innovative, and fun learning. This is very good and important for the development of elementary school-age children. Education in schools does not only provide various kinds of knowledge but also shapes the character of students to become wise human beings in the future.

According to Ridluwan et al. (2021) the government's efforts in realizing character education through Strengthening Character Education (PPK) which is integrated with the National Mental Revolution Movement, namely changing the way of thinking, acting, and acting, for the better. This is very important because the formation of student character does not get maximum attention due to the human mindset that thinks science and value are something real and important.

The teacher's concentration is more on how students get satisfactory grades academically (Naim, 2012). This situation makes the focus of teachers, parents, and society that satisfactory grades are everything and can be achieved.

Good character education and easy to do when children are of elementary school age. The Ministry of Education and Culture states that three elements in character education can be developed, including: 1) the formation of character education that fosters awareness as a creature of God Almighty; 2) character education related to science; 3) character education that fosters a sense of love and a sense of pride to be Indonesian. These three steps become the basis for the preparation of a new curriculum (Rosyid, 2013). Character is the value of human behavior related to God Almighty,

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oneself, fellow human beings, the environment, and nationality which is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, karma, culture, and customs (Wiyani, 2012).

Based on observations made by researchers in September 2021 at the Kudus Regency Elementary School, researchers made observations about habits, attitudes, and small things related to the character of students. In this observation, the researcher conducted interviews with the homeroom teacher and several students as samples. From the interview, several findings were obtained, that the student's character experienced several declines.

This is due to several things, one of which is the 2019 covid pandemic which can be described as follows: 1) the fading of character education characters; 2) the fading of school cultural values that need to be developed again involving a special media and approach; 3) students have difficulty mastering civic education materials. The issue of character or morals among students is not completely ignored, but with these facts, it is clear that the decline in character around us is clear. This is because what has been taught in schools regarding character education or moral education has not succeeded in forming students into human beings with character (Budiman, 2018).

From these findings, it can be concluded that: 1) the decline in character education is due to the impact of online learning which causes students to lack habituation of religious activities in schools and lack of discipline related to rules and regulations in schools. Therefore, an approach is needed to fix this problem; 2) the fading of character values because students have not followed normal learning for too long, all things related to school habits, students begin to adapt again; 3) students have difficulty mastering civic education materials, due to a large number of materials in class IV and the lack of awareness of children to study independently at home. Thus, making it difficult for children to master the subject matter, one of which is citizenship education. Some of the problems above are certainly influenced by several factors. One of the strongest factors is the use of gadgets in school-age children. Where they are very easy to be influenced by the development of trends and socialization on social media (Andiarini & Nurabadi, 2018).

In line with the findings of the problems above, the researcher also conducted interviews with homeroom teachers and students and obtained data that in general the values of religious character and student discipline have not been seen, this can be seen in the children's daily life when doing habituation at school: 1) a little forgetting about studying prayer and before going home; 2) lack of awareness of students when depositing tahfiz memorization; 3) students lack mastery at the time of reciting the qiroati; 3) students are not punctual when leaving for school; 4) fading of school culture habituation greeting teachers, saying regards; 5) the dissolution of the order in carrying out activities at school, etc. Therefore, we need an approach that involves character education so that students can actualize and implement it in real life, both at school, at home, and in the community.

Research that has been done by previous researchers, namely Astuti & Wuryandani (2017) entitled Analysis of Character Values in Teacher's Books and Student Books for Class IV Semester 1 Elementary School, has almost the same problem as this study, namely the decline in the value of religious character, one of which is. However, in this study, only the existing Teacher and Student Books were used to strengthening character education. There has been no other breakthrough in strengthening existing character education.

Other research that has been carried out by other researchers, namely Daniastuti & Haryadi (2017) entitled Development of Integrative Thematic Teaching Materials Based on Discipline and Self-Confidence Character Values. In this study, it is almost the same as this research, but the product or media developed is different. This study produced interactive thematic teaching materials that had proper and effective effectiveness but were still not maximized because students only applied them in learning.

Riwanti & Hidayati further research (2019), entitled Development of Character Education-Based Thematic Learning Modules in Grade V Elementary School, explained that in learning Civics, teachers had used teaching materials, namely textbooks made by publishers. The textbook consists of a teacher's book and a student's book and already has character values. In the teacher's book, there are details about the value of character education that must be achieved in each lesson that will be carried out, but the student handbook has not explained the reference regarding the implementation of character education that must be achieved, some even are less relevant. In this study, researchers developed a Character Education-Based Thematic Learning module to have a better impact on students at Public Elementary School No. 27 Olo Padang.

Another research is the research researched by Wisada & Sudarma (2019) entitled Development of Character Education-Oriented Learning Video Media. In this study, the media used was learning video. The learning video contains materials that are arranged in a presentation format with visual elements complemented by video elements. Through the video learning media, students can pay attention to the material in the video, so that the learning objectives are conveyed. The learning material presented in the video contains character values. So that students can understand the meaning of the characters conveyed.

Another research, namely by Saputri & Yumarni (2021) entitled Development of a Book of Picture Story Collections Based on Character Education in Elementary Schools. This study uses picture story books to develop and determine the feasibility of learning media. In addition, the use of illustrated story media based on character education is expected to increase students' knowledge and passion or motivation. So that learning is created that is expected to be following the goals to be achieved. The similarity between the research and the research adopted by the researcher is based on character education.

In this development research, researchers will create a media or product in the form of a module that aims as an approach for students to understand the essence of character education. With this, students can read good habits that can be done, even. Students can write down what good habits they have done and are related to character education. As well as teachers and parents can monitor what the child has understood and written by the child. The media is intended for fourth-grade students (high-grade students) and contains matters related to religious character education and student discipline. This media aims to educate students in understanding and applying character education in everyday life.

2. Methodology

This Research and Development cover the development process and product validity. This research and development use the ADDIE development model. In the development model, it must be student center learning. Innovative, authentic, inspiring, and fun.

The process stages in the ADDIE model are related to each other, thus the use of the ADDIE development model needs to be carried out gradually and thoroughly to ensure the creation of effective learning products (Widyastuti, 2019). In the development model there are steps consisting of five steps. The five steps consist of: 1) Analysis; 2) Design; 3) Development; 4) Implementation; and 5) Evaluation.

Data collection techniques in this study through interviews, observation, product assessment, and tests. Interviews were conducted with school principals, class teachers, and fourth-grade students. The three interviews were conducted before the researcher conducted the research, to find out the current situation. The principal interview was conducted for the first time to find out information widely in the school. Subsequent interviews with class teachers were conducted to determine changes in the character of students in the class and more specifically. The third interview with fourth-grade students was done to know what activities the students had been doing so far and their understanding of character education. Not only that, this interview was carried out to know the needs analysis in the preparation of the Local Wisdom-Based Character Education Strengthening Module in Kudus Regency.

Observation activities are carried out to find out and observe the behavior of students and actual events regarding changes in the value of character education. The next data collection technique is product assessment. At the product assessment stage, it aims to determine the feasibility of the product. This product assessment is carried out by validators of teaching materials experts and validators of character education experts. The next assessment was taken from the results of the pretest and posttest. The test results are used to determine the effectiveness when using the product in learning activities.

This study uses descriptive data analysis under the ADDIE development procedure that has been carried out. In the early stages of research, namely conducting an analysis that aims to find out the potential and problems through interviews that have been carried out. Researchers at this stage collect various data and information as an initial stage to develop product or media development plans. Through this, researchers can find out what can be added to overcome existing problems.

At the design stage, it contains the design of a product in the form of a Strengthening Module for character education based on local wisdom (Dewinta et al., 2021). The design of the product is adapted to local wisdom in Kudus Regency. The product design contains: a) introduction; b) motivation; c) application of character in daily life; d) refraction in family, school, and community life; and e) monitoring of character education with parents and teachers.

The development stage consists of: 1) making learning media in the form of character education modules; 2) reviewing learning media by validating the product by a team of character education experts and teaching materials experts; and 3) improving the module according to suggestions and input from a team of experts so that there is a comparison of the initial media and after the revision.

At the implementation stage, it aims to determine whether the developed product is effectively used or not. In the implementation/trial phase, the product developed is more effective than the previous product. After the product has gone through the trial phase, then it is seen in terms of effectiveness through observation and tests. This product trial is used as material for improvement to improve the module so that it is more effective.

The evaluation stage is to find out whether the product needs to be repaired or is feasible in its application. At this stage, the final revision of the product developed was carried out based on the advice and input of the expert team and research sources at the school.

The analysis of the feasibility data for the module developed was carried out through the assessment of the expert validator on the assessment sheet that had been prepared by the researcher. The assessment was carried out by the validator of teaching materials and the validator of character education. The results and input from the validator are used to make improvements and determine the feasibility of the module.

This study also uses quantitative methods to test the effectiveness of using the module in classroom learning. The effectiveness test was carried out through the results of the pretest and post-test that had been carried out by fourth-grade students in the three elementary schools.

3. Results and Discussion

3.1 Analysis of KDP Module Needs Based on Local Wisdom

Needs analysis is used to determine student needs regarding the media needed. Stages are carried out through interviews, observations, and documentation. In interviews conducted with the Principal, class teachers, and students at Elementary School No. 1 Muhammadiyah Kudus, Islamic Integrated Elementary School Umar Bin Khattab Kudus, and Elementary School No. 2 Singocandi Kudus. obtained information about the state of student learning during a pandemic, difficulties in the learning process, and changes in the character of students. Changes in character values that decrease include the values of disciplined, religious, independent, and social care characters. Not only that, at this stage it aims to find out the need for modules that can be used by students to increase motivation in increasing character values.

Santoso et al. (2020) revealed that instilling the value of character education at the time of covid 19 must use more innovative and effective strategies so that students do not experience boredom seeing conditions during the pandemic experiencing problems that can have an impact on changing student behavior. According to Istichomaharani (2016) that the cultivation of character education is expected to use a strategy based on an educative and simple game model.

Sukirman (2021) also conducted a study entitled Literary Work Media Character Education for Students which aims to form spiritual aspects, aspects of knowledge, aspects of charity, and social aspects, not only that, the benefits of literary works can be recreational tools that have an impact on peace of mind (happy). , peaceful, comfortable) and reduce boredom in the learning process. Thus, it will influence the formation of character and attitudes towards a positive humanistic nature. From the research and development conducted by Sukirman, the goal is to provide understanding in character education learning through the media of literary works. This is considered important because character education is the first basis for someone to behave with others.

The results of the observations obtained were data that were summarized by the researchers themselves in the form of a checklist of indicators of attitude values carried out by children at school. The students who were taken as samples were fourth-grade students who were taken randomly by the researcher. At this stage, the results of the students' character values are decreasing. Researchers know directly through this observation stage.

The results of the documentation are in the form of pictures and previous research studies. but. Documentation has been done by researchers by collecting pictures taken during research in the field. The results obtained by researchers from reviewing previous studies are used for comparison and reinforcement in this study.

At Elementary School No. 1 Muhammadiyah Kudus, Elementary School UBK Kudus and Elementary School No. 2 Singocandi Kudus integrate character values in school culture and in learning. However, in learning there is still very little education that can be learned by students.

Based on the description of the background and the needs analysis that is already known, the researcher thus integrates character values in learning the content of Civics in class IV, theme 7 The Beauty of Diversity in My Country. In learning, researchers fill character education values in the developed module.

In line with the research conducted by Rondli & Khoirinnida (2021) entitled Strengthening Character Education in Elementary School Students in Thematic Learning in the Era of the Covid-19 Pandemic. In this research, the preparation of RPP is guided by the curriculum, and the preparation of RPP is based on Core Competencies and Basic Competencies. This is reinforced by research conducted by Winata Putra (2015) and Dalyono & Lestriningsih (2016) which suggests that the implementation of KDP can be done through an integrated learning content approach. Thus, the research compiled by the researcher is in line with the research conducted by previous researchers by integrating the value of character education in the thematic learning of Citizenship Education.

The local wisdom in Kudus Regency that will be promoted is Gusjigang. Gusjigang itself is a very popular term in Kudus Regency. This term is very attached to the saints who live in the vicinity of the tower, especially Kudus Kulon. Until now, no one knows who coined the term Gusjigang. Sunarti & Habsy (2018) reveals that the emergence of Gusjigang did not happen suddenly. Gusjigang emerged from the long struggle of Sunan Kudus with the residents around the tower. Gusjigang is a pearl of abstract local wisdom in the form of philosophical teachings that are embodied in the oral form of hereditary traditions (Rondli, Danial, & Sapriya, 2019). Gusjigang itself consists of three meanings attached to it, among others: Gus (which means good), Ji (which means Koran), and gang (which means trade). Mustaqim (2016) stated that Gusjigang comes from the word Gus which means good behavior, Ji which means the Koran, and Gang which means merchant.

3.2 Development of KDP Module Design Based on Local Wisdom of Kudus Regency

At this stage, the researchers designed a product in the form of a Strengthening Module for character education based on local wisdom. The design of the product is adapted to local wisdom in Kudus Regency. The product design contains: a) introduction; b) motivation; c) application of character in daily life; d) refraction in family, school, and community life; and e) monitoring of character education with parents and teachers. Andi (2015) explains the steps for making modules or teaching materials, namely by analyzing the needs of teaching materials/modules, selecting learning resources, compiling maps of teaching materials/modules, and understanding the structure of teaching materials/modules. At this stage, researchers have conducted a needs analysis in line with the steps above.

This design or design is in the form of an A5 size book, using Arial and Comic Sans MS fonts, font sizes 12 and 14, and the layout and color composition used is attractive so that it can attract the attention of students. After the arrangement is complete. A feasibility test is carried out by an expert validator.

3.3 Feasibility of The KDP Module Based on Local Wisdom of Kudus Regency

The results of product validation through the feasibility test obtained a score from the first validator, namely 18 "very good" categories with a percentage of 90%. Meanwhile, the total score from the second validator is 17 "very good" categories with a percentage of 85%. From the results of the scores of the two validators, an average score of 18.5 was obtained in the "very good" category. Thus, it can be concluded that the Character Education Module based on Local Wisdom in Kudus Regency for fourth grade elementary school students is feasible and can be tested in civic education learning.

In line with the research conducted by Daniastuti & Haryadi (2017) shows the teaching materials developed are feasible and effective to use in learning. The feasibility of teaching materials is indicated by a "good" assessment by a material expert with a score of 120, and a "good" assessment by a media expert with a score of 52.

Faradiba & Budiningsih (2020) entitled "Development of Character Education-Based Comic Media in Class IV Integrative Thematic Learning". Qodriyah & Wangid (2015) entitled “Development of Integrative SSP to Build Honesty and Caring Character for Grade II Elementary School Students, and Research made by Sari & Syamsi (2015) entitled “Book Development Integrative Thematic Lesson with the Theme Let's Play While Exercising Based on Discipline and Responsibility Character Values for Grade III Students of Elementary School 2 Padokan Bantul”. In the three studies, they both developed teaching materials or modules on character education that were appropriate and effective to use. It can be said that it is feasible for material experts and media experts if in terms of the feasibility of content, language, and appearance, it is categorized as "good".

Although the score seems high, there are still some inputs and suggestions from the validator. Before being tested, the author revised the product. Suggestions and input from the validator are used in product revisions to maximize the module so that it is more effective when used.

Table 1: Summary of Module Validation Results

No.	Nama Validator	Skor	Category
1.	Validator 1	18	Very Good
2.	Validator 2	17	Very Good
	Score Average	17.5	Very Good

Table 2: Summary of Validator Suggestions

Validator 1	Validator 2
Pay attention to the components in the module and a glossary can be added to make it easier for students to find terms that are considered difficult. The glossary can be placed at the end before the bibliography.	Any writing of sources and citations in the module. If the picture is taken and the article is published, give the source of the quote. Sources from outside as well as sources from the author himself.

From the two tables above can be concluded that the Module for strengthening character education based on local wisdom in Kudus Regency is suitable for students to use on the theme 7 the beauty of diversity in my country, class IV.

3.4 The Effectiveness of Using Local Wisdom-Based KDP Modules in Kudus District

The results of the pretest and post-test were carried out in three elementary schools with a total number of students, namely 88 fourth-grade students. These items were done by all fourth-grade students at three different schools. In the experimental class at Elementary School No. 1 Muhammadiyah Kudus, control class 1 at Islamic Integrated Elementary School UBK Kudus, and control class 2 at Elementary School No. 2 Singocandi Kudus. At this stage, it was found that there were differences and comparisons in learning outcomes before and after using the module. The experimental class is the class that gets treatment using the development module, while the control class 1 and control 2 use the thematic worksheets. The following are the results of the comparison of learning outcomes carried out in grade IV at three different schools.

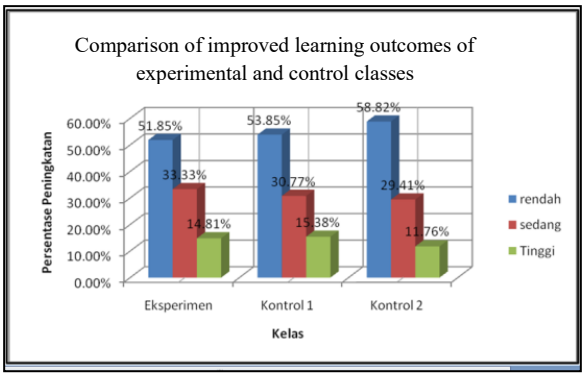


Fig. 1: Comparison of Improved Learning Outcomes of Experimental and Control Classes

Based on these results, it can be seen that the acquisition of the experimental class is categorized as moderate with the acquisition of an n-gain value of 0.36. While the control class 1 is 0.37 and the control class 2 is 0.32. It can be concluded that there is very little difference between the experimental class, control 1 and control 2 in the acquisition of these learning outcomes.

In the final test using the t-test to determine the increase in the use of the module in the effectiveness test which has been concluded in the form of pictures and descriptions as follows.

The value of t-count = 8,266 lies outside the range of -2,055 to +2,055. In other words, t count > t table (8,266>2,055). Therefore, Ho is rejected, meaning that there are differences in learning outcomes before and after learning in the experimental class. Thus, the use of the KDP module based on Local Wisdom in Kudus Regency is effective to use.

This research is strengthened by the opinion of Pattaro (2016) who stated that the effective practice or effectiveness test in character education, aims to connect students with the larger community, allowing them to be involved in moral action.

In this case, the academic work focuses primarily on learning as a key element of character education initiatives. Researchers can conclude that in the test 0.36. While the control class 1 is 0.37 and the control class 2 is 0.32. It can be concluded that there is very little difference between the experimental class, control 1 and control 2 in the acquisition of these learning outcomes.

In the final test using the t-test to determine the increase in the use of the module in the effectiveness test which has been concluded in the form of pictures and descriptions as follows.

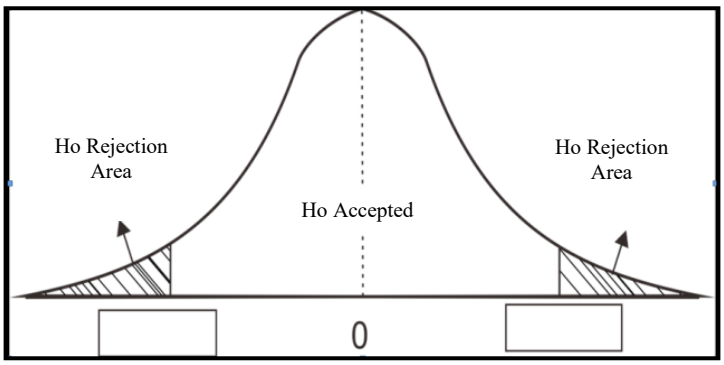


Fig. 2: T-Test of the Module Effectiveness

The effectiveness can determine the level of effectiveness of students when using the product, thus maximizing it to strengthen character education in learning. This is because character education is the initial foundation in life and learning wherever it is located.

Daniastuti (2017) suggests that in learning, the control class uses teaching materials from the Ministry of Education and Culture, while the experimental class uses teaching materials that have been developed. In the trial, information was obtained that the results of the assessment during the learning process using the developed teaching materials showed that 100% of students were complete in learning. Likewise, the results of data analysis show that Ha is accepted and Ho is rejected. This is in line with research conducted by researchers who can conclude that there is a difference between the control class and the experimental class and there is an average increase in scores. Thus, the

research conducted by previous researchers and this study is effectively used to provide learning to students regarding the value of character education.

4. Conclusion

It takes a Strengthening Character Education Module based on Local Wisdom of Kudus Regency in learning Theme 7 The Beauty of Diversity in My Country in grade IV in Elementary School. The module for Strengthening Character Education based on the Wisdom of Kudus Regency has had good criteria based on the assessment by the validator for learning in the 7 Beautiful Beauty of Diversity in my Country in grade IV in Elementary School.

The Module for Strengthening Character Education based on Local Wisdom in Kudus Regency is very suitable for studying the theme of 7 The Beauty of Diversity in My Country.

Based on the results of the assessment, validator I got a score of 18 very good categories with a percentage of 90%. In the second assessment assessed by validator II and got a score of 17 very good categories with a percentage of 85%. The average percentage is 87.5% so it can be concluded that the Module for Strengthening Character Education Based on Local Wisdom in Kudus Regency is feasible to use.

The module for Strengthening Character Education based on Local Wisdom in Kudus Regency is effectively used on theme 7 The Beauty of Diversity in My Country. This is based on statistical tests on the t-test showing that the results of the effectiveness test show that Ha is accepted and Ho is rejected, meaning that there are differences in learning outcomes before and after learning in the experimental class. Thus, the module is feasible and effective to use.

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Conflict of Interest

The authors declare no conflicts of interest.

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