

Development of Teaching Materials in The Form of e-Modules Character Based on IPS Education in Elementary School

Itsna Oktaviyanti¹, Setiani Novitasari², I Nyoman Karma³, Nurhasanah⁴, Husniati⁵

¹⁻⁵ PGSD, FKIP, Universitas Mataram

itsna@unram.ac.id¹, setianinovitasari@unram.ac.id², karma_fkip@unram.ac.id³,

nurhasanahsuardin@gmail.co.id⁴, husniati_fkip@unram.ac.id⁵

Abstract.: The purpose of this study is to develop teaching materials in the form of character-based elementary social studies education e-modules and to determine the feasibility of teaching materials in the form of character-based elementary social science education e-modules. This research used R&D (Research and Development) research methods. The development of this e-module is devoted to Elementary Social Studies Education Courses. This is expected to help students understand the material in the Social Sciences Education course in elementary school. The stages in this research consist of three development steps, namely define, design, and develop. The data analysis technique for the feasibility of the character-based Elementary Social Studies Education e-module was carried out by making conclusions from the data obtained from the expert validators and the results of the student response questionnaire analysis. Data in the form of scores will be converted into qualitative data. The results showed that in the defined stage, it was done by analyzing learning problems, analyzing the characteristics of PGSD students and analyzing materials. The design stage includes compiling systematics, determining the title and finally compiling character-based material. The development stage seen from the expert validators shows that the E-Module gets a decent criterion with a score of 75%, after repairing the E-Modul gets a very decent criterion with a score of 86.2%. The results of student responses showed that the criteria were very feasible with a score of 89%, so there was no need for revision. Character-based Elementary Social Studies Education E-Modules get an average of very valid criteria so that the E-Modules that have been developed can be used in the PGSD study program after going through the revision of the E-Module ease of access.

kunci: e-module, social studies education, character

Abstrak.: Tujuan penelitian ini yaitu untuk mengembangkan bahan ajar berupa e-modul pendidikan IPS SD berbasis karakter dan untuk mengetahui kelayakan bahan ajar berupa e-modul pendidikan IPS SD berbasis karakter. Penelitian ini menggunakan metode penelitian R&D (*Research and Development*). Pengembangan e-modul ini dikhususkan untuk Mata Kuliah Pendidikan IPS SD. Hal tersebut diharapkan dapat membantu mahasiswa dalam memahami materi pada mata kuliah Pendidikan IPS SD. Tahapan dalam penelitian ini terdiri dari tiga langkah pengembangan yaitu *define*, *design*, dan *develop*. Teknik analisis data untuk kelayakan e-modul Pendidikan IPS SD berbasis karakter dilakukan dengan membuat kesimpulan dari data yang diperoleh dari validator ahli dan hasil analisis angket respon siswa. Data yang berupa skor akan dikonversikan kedalam data kualitatif.

Hasil penelitian menunjukkan pada tahap *define* dilakukan dengan analisis permasalahan pembelajaran, analisis karakteristik mahasiswa PGSD dan analisis materi. Tahap *desain* meliputi menyusun sistematis, menentukan judul dan yang terakhir menyusun materi yang berbasis karakter. Tahap *develop* dilihat dari validator ahli menunjukkan bahwa E-Modul mendapat kriteria layak dengan skor 75%, setelah dilakukan perbaikan E-Modul mendapat kriteria sangat layak dengan skor 86,2%. Hasil respon mahasiswa menunjukkan kriteria sangat layak dengan skor 89%, sehingga tidak perlu dilakukan revisi. E-Modul Pendidikan IPS SD berbasis karakter mendapat rata-rata kriteria sangat valid sehingga E-Modul yang telah dikembangkan dapat digunakan di program studi PGSD setelah melalui revisi dari kemudahan akses E-Modul.

kunci: e modul, pendidikan IPS, karakter

INTRODUCTION

Social Sciences or Social Studies is an integration of various branches of Social Sciences, such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so on. This is explained by (Sari et al., 2019) that Social Studies is the result of a combination or the result of the fusion or combination of a number of subjects such as: geography, economics, history, sociology, anthropology, politics. According to (Aryawan et al., 2018), Social Studies Education is divided into two, namely Social Studies Education as a subject and Social Studies Education as an academic study. Social studies education as a subject is applied to the curriculum in elementary schools (SD), junior high schools (SMP), and high schools (SMA). Meanwhile, Social Studies Education as an academic study is applied to universities or Education Personnel Education Institutions (LPTK).

Elementary Social Studies education is a conscious and planned effort in creating a learning atmosphere and learning process for students actively in order to develop their potential related to religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and the state, which deals with Social Sciences (IPS) which are taught at the elementary school level. This is in accordance with Law no. 20 of 2003 concerning SISDIKNAS regarding education in primary schools.

The purpose of social studies education is to form attitudes, professional personalities, increase mastery of knowledge, and functional skills of students. According to (Arriany et al., 2020) the purpose of social studies education is to foster students to become good citizens, who have knowledge, skills, and social concerns that are useful not only for themselves but also for society and the country. This is the domain of character education which is the focus of education in Indonesia. The Ministry of National Education has launched the implementation of character education for all levels of education (Utomo, 2017). From elementary school to college level. The values contained in character education for elementary school students are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly, peace-loving, fond of reading, environmental and social care, and responsibility.

Based on the observation survey and interviews, there is a non-uniformity of the reference module in the Social Sciences Education subject in Elementary School. So that during lectures, the delivery of material is not optimal, especially the delivery of material between classes, sometimes some are complete, some are incomplete. The condition of lectures that do not yet have e-modules, then added to the COVID-19 pandemic situation, some-modules are needed. Confusion experienced by students regarding the description of lectures in elementary social studies education courses. Learning is not optimal because the reference module as a reading source is not yet available, the difference in the provision of material so that there are classes with complete material and also incomplete material, relying on discussion. This also results in the provision of an evaluation for each class that is different according to the material that has been given.

The use of e-modules is considered very effective, especially for learning that still uses distance or online learning. This can make it easier for students to access the teaching materials provided, especially in Elementary Social Studies Education courses. There are many applications that can be used to create e-modules including Flipbook, Anyflip, Canva and also Sigil. This teaching material is in the form of an e-module based on Flip Book Makers, which is an electronic book application equipped with images, sound and video. This feature is expected to increase student learning motivation and make it easier for them to read it anywhere through their devices

(Asmi et al., 2018). Moreover, the majority of students have smartphones so that it is easier to access the application.

Based on this background, the authors are interested in researching . The purpose of this study is to develop teaching materials in the form of character-based elementary social studies education e-modules and to determine the feasibility of teaching materials in the form of character-based elementary social science education e-modules.

METHODS

This research was conducted to produce teaching materials in the form of character-based e-modules for PGSD students. This research uses R&D (Research and Development) research methods. Borg and Gall explained that R&D is a process or method used to validate and develop products (Ahyar, 2020) . The development of this e-module is devoted to Elementary Social Studies Education Courses with the help of the Flipbook application. This is expected to help students understand the material in the Social Sciences Education course in SD.

The stages in this research consist of three development steps, namely define, design, and develop. This research was conducted at the PGSD Campus, Mataram University, Jl. Brawijaya, No. 22, Handsome. The research subjects were second semester students who in this semester received elementary social studies education courses.

The data collection techniques in this study include: 1) a questionnaire on the feasibility of a character-based elementary social studies education e-module; 2) Student response questionnaires after using the character-based Elementary Social Studies Education e-module. The instruments used to collect data include a validation sheet in the form of a questionnaire, and a student response questionnaire sheet. The validation sheet instrument is used to obtain data about the assessment and suggestions from expert validators. The student response questionnaire sheet was used to find out about the feasibility of the character-based Elementary Social Studies Education e-module used.

The data analysis technique for the feasibility of the character-based Elementary Social Studies Education e-module was carried out by making conclusions the data obtained from expert validators, and analyzing student response questionnaires. Data in the form of scores will be converted into qualitative data. The eligibility criteria according to Akbar (Wicaksono & Jember, n.d.) can be seen in table 1 as follows:

Table 1 Eligibility Criteria

No	Value Achievement Presentation	Eligibility Criteria
1	80% < N ≤ 100%	Very feasible or can be used without revision
2	60% < N ≤ 80%	Decent or usable with minor improvements
3	40% < N ≤ 60%	Not worth it, it is recommended not to use it because it needs major repairs
4	20% < N ≤ 40%	Inappropriate or should not be used
5	0% < N ≤ 20%	Very inappropriate or should not be used

RESULTS AND DISCUSSION

This study aims to develop teaching materials in the form of an e-module for primary social studies education based on sigil-assisted characters. In addition, it is also to determine the feasibility of teaching materials in the form of elementary social studies education e-modules. The stages in this research consist of three development steps, namely define, design, and develop.

1. Define Stages

The definition stage is carried out by analyzing learning problems, analyzing the characteristics of PGSD students and analyzing materials.

a. Learning Problem Analysis

From the results of observations and interviews, there were various problems experienced by students during the implementation of elementary social studies education lectures. These problems include the lack of learning resources, the non-uniformity of the material studied and there is no update linking the material with the curriculum mandate. Another problem is that during the pandemic, students cannot meet directly with lecturers, so there is a need for learning resources that can help students understand the material. As stated that during the pandemic learning, many still have to be adjusted from the learning methods, learning media and teaching materials used. In the learning process, books or modules become one of the sources of information used by students to increase knowledge and motivation to learn (Sa'diyah, 2021).

b. Characteristics Analysis of PGSD students

The analysis was carried out on second semester students starting from attitudes, knowledge, and skills. As early semester students, students' attitudes show good tolerance and mutual respect. Then the spiritual attitude is also good, it can be seen from the students who always pray before carrying out lectures. Another attitude that students need to have is the attitude mandated by the curriculum, which is 18 characters. The cultivation of character education is expected to form students with character. However, based on observations, not all PGSD students have an independent character because previously they had to always receive material directly from the lecturer. The same thing also happened to (Aryawan et al., 2018) observation that teachers continue to strive to grow independent learning abilities, but in reality, there are still students who have not been able to learn independently.

In addition, the knowledge and skills of second semester students are already good, which can be seen from the scores obtained at the end of the semester. The SD IPS education scores obtained by the 2nd semester students of the PGSD study program were 47% of students got an A, 39% got a B+, 9% got a B, 4% got a C and 1% got an E or did not pass. Even though it is classified as good, it should be realized that not all students get the best grades, so efforts are still needed to improve.

c. Material Analysis

Material analysis is measured by looking at the syllabus and lesson plans that have been prepared. The material contained in the Elementary Social Studies Education course includes the Nature of Elementary Social Studies Education, The Nature of Social Studies and Social Sciences, Development of Elementary Social Studies in the Indonesian Education System, Social Studies Education Structure, Elementary Social Studies Basic Skills, Methods and Media Appropriate to the Study of Elementary Social Studies Materials.

Each of these materials can be linked to character education as mandated by the curriculum. There are 18 characters in the 2013 curriculum, and five main character values sourced from Pancasila, which are priorities for the development of the KDP movement. The five-character values are religious, nationalism, integrity, independence and mutual cooperation, but the

characters that will be embedded in this research are 3 characters, namely Nationalist, Integrity, and Independent.

2. Design Stages

The stages in the design of the e-module include compiling systematics, determining the title and finally compiling character-based material.

a. Composing Systematics

In the process of developing character-based E-Modules, systematic preparation is needed. The systematics in making the E-Module consists of the title page, introduction, table of contents, course review, character education, instructions for using the module, material consisting of CHAPTER 1 to CHAPTER VI and the last is a final evaluation. Each chapter contains materials, evaluations and references.

b. Define the title

One of the most important things in the character-based E-Module development process is to determine the title. The title on the title page is needed to show the content of the module. In the development of this E-Module, the title used is in accordance with the name of the course, namely SD IPS Education, then character-based is added. This is because the E-module was developed on a character basis. So, the title taken for this E-Module is Character-Based Elementary Social Studies Education. The following is the cover page design of the e-module:



Figure 1. Cover Page of E-Modul

c. Composing Character-Based Material

The next stage of design is compiling character-based material. There are five main character values originating from Pancasila, which are priorities for the development of the KDP movement; namely religious, nationalist, integrity, independent and mutual cooperation. Each value does not stand and develop independently, but interact with each other, develop dynamically and form a personal whole. In the preparation of this e-module, three characters are used, namely nationalism, integrity and independence. These three characters are internalized in the preparation of material from CHAPTER I to CHAPTER VI. In addition to the material, nationalist, integrity and independent characters are also included in the evaluation questions in each of the material chapters in the Character-based E-Module.



Figure 2. Nationalist, Integrity and Independent Character Education

Nationalist character is needed in order to foster a sense of love for the country, it is considered important to be internalized to students. Based on the results of research conducted by (Utomo, 2017) obtained two propositions, namely: 1) the internalization of nationalist character values in social studies learning has a role in shaping character behavior in accordance with Indonesian identity; and 2) internalization of nationalist character values in shaping character behavior in accordance with Indonesian identity through social studies learning with teacher mediators, and through experiential practice through learning models, learning methods, learning evaluations and teaching materials.

The second character contained in the e-module is the value of integrity. The character of integrity can be included in the evaluation questions that lead to the bias of students doing assignments with responsibility. Instilling the value of integrity can be done by accustoming children to complete their own tasks to completion by utilizing existing learning resources and not cheating by cheating. This is a form of application of responsibility and honesty (Malik, 2021).

The last character embedded in the e-module is the independent character value. Cultivating an independent character cognitively or with knowledge, can make a person able to solve the problems they face and be able to make decisions by considering them first (Singh, 2019). When these characters are integrated into the material and evaluation questions. It is intended that the nationalist character, integrity character and independent character can be internalized in students. The following are examples of evaluation questions contained in the e-module.

E. Evaluasi

1. Setelah Anda membaca materi mengenai Hakikat Pendidikan IPS SD secara mandiri, paparkan menurut apa yang Anda pahami mengenai Pendidikan IPS SD!
2. Mengapa Indonesia menggunakan IPS *social studies*? Jelaskan disertai dengan referensi atau rujukan dari sumber terpercaya yang menguatkan pendapat Anda!
3. Sejarah masuknya IPS ke Indonesia ada berbagai macam alasan. Dibawah ini terdapat 3 link yang berhubungan dengan hal tersebut.
 - <https://ejournal-pasca.undiksha.ac.id/index.php/PIPS/article/viewFile/3493/1742>
 - <https://adoc.pub/sejarah-perkembangan-ips-di-indonesia-abstrak.html>
 - <https://www.kompasiana.com/mell/55179aa4a333114907b65eb1/sejarah-ips-di-indonesia?page=all>

Figure 3. Character-based Evaluation Questions

3. Develop Stages

Activities carried out at the development stage are validated by experts and student responses after implementation. The experts in question are lecturers who are bound by the Elementary Social Studies Education and Character Education courses. Then the implementation is carried out to get a response from students as practitioners or people who will use the module. At this stage, expert validation and student responses are carried out to determine the feasibility of the Character-Based Social Studies Education e-module that is being developed.

a. Expert Validation Test

The expert validator who will assess the character-based e-module is one of the lecturers at the PGSD University of Mataram, namely Mr. Ilham Syahrul Jiwandono, M.Pd. The assessment indicators include ease of access to e-modules, display of e-modules, display of contents of e-modules, level of conformity of e-module contents with the applicable curriculum, compatibility of e-module titles with e-module material, clarity of writing, language used, selection of the language of the content of teaching materials, suitability of references used in e-modules, clarity of material descriptions, adequate components as e-modules, breadth and depth of e-modules, level of ease of understanding the material in modules, linkage of materials and evaluations with character education, and the last is the relationship between evaluation questions and the material. Expert validation was carried out to measure the feasibility of the Character-based Elementary Social Studies Education e-module.

Table 2 Expert Validation Test Results

No	Time	Total Score	Max Score	Percentage	Criteria
1	First Validator	60	80	75%	Feasible
2	Second Valdator	69	80	86,25 %	Unfeasible

From the table above, it can be concluded that the expert validation test or feasibility test was carried out twice. This is done according to the eligibility criteria. If the results of the first validation test obtain appropriate criteria, it is necessary to make small improvements to become very feasible.

In the first e-module validation by experts, the results obtained with a score of 60, with a percentage of 75% and are in the Eligible criteria. After obtaining the appropriate criteria, improvements were made to the components that scored less than satisfactory, including the display of the e-module, the display of the contents of the e-module, packaging of the e-module, the suitability of the material and evaluation with character education. Improvements were made by changing some material points and evaluation questions to suit character education. In addition, improvements to applications that are quite messy are then fixed to make them better and more interesting to read.

After making improvements to several aspects that were felt to be lacking, the researcher again asked for validation by experts. From the second expert validation, the results obtained with a score of 69, with a percentage of 86.25% and are in the Very Eligible criteria. The results of the validation or eligibility from the experts have reached the Very Eligible criteria, so that the character-based SD social studies education e-module can be used without any further revisions.

b. Implementation (Student Response)

Implementation is a stage in the research to determine the feasibility and attractiveness of the e-module which is assessed from the responses of students who have taken the Social Sciences Education course in SD. In this case, students evaluate themselves as practitioners, namely

someone who uses e-modules in the lecture process. The product trial was carried out by 5 PGSD students at the University of Mataram. The following are the results of the assessment or responses that have been carried out by students.

Table 3 Student Response Table

No	Indicators	M-1	M-2	M-3	M-4	M-5
1	Ease of access module	4	4	5	5	5
2	Ease of understanding the material in the e-module	4	4	5	5	4
3	Understanding the content of each chapter	5	4	5	4	4
4	Understanding of evaluation	4	4	5	5	4
5	Clarity of e-module writing	4	5	5	5	5
6	Description of e-module material	4	4	5	5	4
7	Understanding of character	4	4	4	5	3
8	Enthusiasm to learn the module	4	4	5	5	5
Total		33	33	39	39	34

Based on the data of the five student responses in the table, it can be seen that the results of student assessments are quite diverse. Of the eight indicators assessed as part of student responses to character-based e-modules, the highest score was 5 and the lowest was 3 for each indicator. As for the total score of each student, the highest score obtained is 39 and the lowest is 33. The following is data regarding the percentage of student responses to character-based e-modules:

Table 4 Table of Student Response Results

No	Students	Score	Max Score	Percentage	Criteria
1	Student 1	33	40	82,5 %	Very Worthy
2	Student 2	33	40	82,5 %	Very Worthy
3	Student 3	39	40	97,5 %	Very Worthy
4	Student 4	39	40	97,5 %	Very Worthy
5	Student 5	34	40	85 %	Very Worthy
Total		178	200	89%	Very Worthy
Average		35,6	40	89%	Very Worthy

From the table it can be seen that all the results of student responses are in the Very Eligible criteria. Filling in the student responses to the e-module was only done once with an average score of 35.6 so that the percentage obtained was 89% with the Very Eligible criteria. The results of student responses or eligibility have reached the Very Eligible criteria so that they can be used without revision and the assessment of the results of student responses is enough to do once. With these results, it can be concluded that the Character-Based Social Studies Education E-Module can already be used in the lecture process. The results of this study are in line with the research results of (Asmi et al., 2018) which states that the Flip Book Maker-Based E-Module Character Education Materials for Learning Pancasila Courses can be a solution to the need for innovative teaching materials and are also able to shape student character.

During the research process there were several obstacles that occurred including 1). Difficulty using the Sigil application so they had to change to using the Flip Book Maker application, 2). Difficulty in including elements of character education in the material and evaluation questions, 3). There are technical problems on the website during the module development process (Arriany et al., 2020), similar obstacles were experienced in this study.

CONCLUSIONS

Based on the results of research and development of character-based E-Modules that have been carried out, it can be concluded that:

- a. The e-module development process using the DDD model consists of: 1) learning problem analysis, PGSD student characteristics analysis and material analysis. 2) compiling systematics, determining the title and finally compiling character-based material. 3) validation by experts and student responses after implementation.
- b. Expert validation was carried out 2 times, in the first validation a score of 60 was obtained with a percentage of 75% being in the feasible criteria. Then the second expert validation obtained a score of 69 with a percentage of 86.25% being in the very feasible criteria.
- c. Student responses were only carried out once without any revision because in the first trial the results obtained were already in the very feasible criteria, namely with a score of 35.6 with a percentage of 89%.
- d. From the validation of experts and practitioners that have been carried out, the results of the assessment of character-based e-modules get very feasible and usable criteria.

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