Character Education-Based Modules in Indonesian Language Learning to Improve Student Learning Outcomes in Elementary Schools

Modul Berbasis Pendidikan Karakter dalam Pembelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Siswa di Sekolah Dasar

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Abstract

The research aims to develop a character education-based module. This research is research and development. The research uses the ADDIE development model which consists of analysis, design, development, implementation, and evaluation. The research was carried out at SD Negeri 050660 Kwala Bingai. The research subjects were 20 fifth grade students, consisting of 8 male students and 12 female students. The research object is a character education-based module. Data collection techniques are observation, tests and questionnaires. Based on the validation results of language experts with a percentage of 80.00%, they are categorized as feasible, the validation results of material experts with a percentage of 94.75% are categorized as very feasible, and the validation results of media experts with a percentage of 90.60% are categorized as very feasible. The results of the pretest were with a percentage of 47%, 2 students who completed and 18 students who did not complete. Meanwhile, the posttest trial with a percentage of 82%, 19 students completed and 1 student did not complete. Based on the validation results and trial results, it was concluded that the character education-based module was very feasible and effective for use for class V students at SD Negeri 050660 Kwala Bingai.
Keywords: module; character building; indonesian; learning outcomes

Abstrak

Penelitian bertujuan untuk mengembangkan modul berbasis pendidikan karakter. Penelitian ini merupakan penelitian dan pengembangan. Penelitian menggunakan model pengembangan ADDIE yang terdiri dari analysis, design, development, implementation, dan evaluation. Penelitian dilaksanakan di SD Negeri 050660 Kwala Bingai. Subyek penelitian yaitu siswa kelas V berjumlah 20 siswa, yang terdiri dari 8 siswa laki-laki dan 12 siswa perempuan. Objek penelitian yaitu modul berbasis pendidikan karakter. Teknik pengumpulan data yaitu observasi, tes dan angket. Berdasarkan hasil validasi ahli bahasa dengan persentase 80,00% dikategorikan layak, hasil validasi ahli materi dengan persentase 94,75% dikategorikan sangat layak, dan hasil validasi ahli media dengan persentase 90,60% dikategorikan sangat layak. Hasil ujicoba prestest dengan persentase 47%, siswa yang tuntas sebanyak 2 siswa dan yang tidak tuntas sebanyak 18 siswa. Sedangkan, ujicoba postest dengan persentase 82%, siswa yang

tuntas sebanyak 19 siswa dan yang tidak tuntas sebanyak 1 siswa. Berdasarkan hasil validasi dan hasil ujicoba, disimpulkan bahwa modul berbasis pendidikan karakter sangat layak dan efektif untuk digunakan untuk siswa kelas V di SD Negeri 050660 Kwala Bingai.

Kata Kunci: modul; pendidikan karakter; bahasa indonesia; hasil belajar

Pendahuluan

Education is an effort to shape every human being so that they are able to develop as a whole, especially to be responsible for their own lives through the learning process. In this learning process, every human being must undergo education, especially formal education. Because later they will receive education from a teacher. To support providing education to each student, a teacher must create teaching materials. Because basically a teacher must be able to create teaching materials that can support the learning process. So that learning achievement goals can be achieved well. Teaching materials that are specifically designed, systematic, and equipped with instructions that contain learning experiences by organizing subject matter so that it can be studied independently or guided (Sudirman et al., 2022). It is hoped that the use of teaching materials will make students more interested in participating in the learning process in the classroom.

One of the teaching materials that can be used by teachers to support the learning process is modules. A module is a teaching material that consists of a series of learning activities that are arranged systematically according to the student's situation which is used to create an independent learning process so that it can help students achieve their learning goals (Manaf, 2022). This is in line with Susilo et al (2023) said that learning modules are learning tools and resources that are still relevant and effective to support students' learning needs.

From the description above, it can be concluded that the module is one of the teaching materials that can be a learning resource for students, which has been prepared systematically to help students achieve learning goals.

Based on observations made by researchers at SD Negeri 050660 Kwala Bingai, it is known that during teaching and learning activities teachers only use print books provided by the government, with the use of these print books, students are less interested in using them, students also find it difficult to do the practice questions contained in the book. print. This is what makes student learning outcomes low in Indonesian language learning. Not only looking at the learning process in the classroom, researchers also looked at the students' character while in the classroom and the school environment. Where there are many students who do not have good character, one of

them is that students lack politeness towards the teacher, when the teacher has not finished speaking, the students immediately answer the teacher's words.

From problems that researchers found at SD Negeri 050660 Kwala Bingai, the researchers will develop one of the teaching materials. These teaching materials will make it easier for teachers in the Indonesian language learning process to improve student learning outcomes. In addition to improving student learning outcomes, character education needs to be embedded in Indonesian language learning so that the language used can reflect good character in students. One of the teaching materials that can be used to make it easier for teachers to support the Indonesian language learning process is a character education based module.

Character education is a way of instilling positive values in students to form good and quality personalities (Saadah et al., 2022). This is in line with Maisaroh et al (2022) who say that character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality so that we become human beings.

Based on the description above, character education must be given to school students, so that elementary school students have good character in everyday life. This is in line with Rosadai et al (2023) who say that elementary school students need to be instilled with character education values from an early age so that they get used to having good character in everyday life.

The aim of character education is to improve the quality of educational processes and outcomes which lead to the formation of students' character and noble morals in a complete, integrated and balanced manner in accordance with the Graduate Competency Standards in each educational unit. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize and personalize character values and noble morals so that they are realized in everyday behavior (Mulyasa, 2018). Character education functions to: (a) develop basic potential to have a good heart, character, mind and behavioral fiber, (b) instill a spirit of leadership and a sense of responsibility in today's young generation.

Using character education based modules is expected to improve learning outcomes. Learning outcomes are the results that students have achieved after participating in learning activities. The results achieved by students can be in the form of abilities, both relating to aspects of knowledge, attitudes and skills possessed by students after receiving learning experiences (Rahman, 2021). When a student participates in the learning process, changes will be seen in their learning outcomes. This is in line with Afandi et al (2013) said that someone who has carried out learning will see changes in one or several aspects of behavior as a result of the learning results.

Based on the explanation above, researchers are interested in developing character education based modules in Indonesian language learning to improve student learning outcomes in elementary schools.

Metode Penelitian

This research is research and development (R&D). This research uses ADDIE development model. According to Umami et al (2022), the ADDIE development model consists of Analysis, Design, Development, Implementation and Evaluation. This research was carried out at SD Negeri 050660 Kwala Bingai. The research was carried out from July to September of the 2023/2024 academic year. The subjects in the research were 20 fifth grade students, consisting of 8 male students and 12 female students. The object of the research is a character education based module. Data collection techniques are observation, tests and questionnaires. The data analysis techniques used are (a) feasibility analysis of character education based modules; (b) analysis of the effectiveness of character education based modules.

Table 1 Likert Scale Criteria (Kesumawati et al, 2022)

No	Answer	Score
1	Very Worth It	4
2	Worthy	3
3	Decent Enough	2
4	Not feasible	1

The formula used to measure the percentage of validation results is as follows:

$$NP = \frac{R}{SM} \times 100\% \quad \text{(Lubis et al, 2023)}$$

Information:

N.P   = Desired percent value
R   = Intermediate score obtained
BC   = Maximum score
100%   = Fixed number

Table 2 Product Feasibility Test Classification Criteria (Lubis et all, 2023)

No	Score	Classification
1	90% X < 100%	Very Worth It
2	80% X < 90%	Worthy
3	70% X < 80%	Decent Enough
4	60% X < 70%	Not feasible
5	0% X < 60%	Totally Not Worth It

The formula for calculating student learning outcomes is as follows:

$P = \frac{f}{n} \times 100\%$ (Parinduri et al., 2022)

Information :

P :Percentage
F :Frequency
N :Total Activity Number

Result

The research results were obtained based on the stages of the ADDIE development model. The stages of the ADDIE development model used in this research are as follows:

a. Analysis Stage

This stage is the first stage in this research. At this stage the researcher carried out an analysis at SD Negeri 050660 Kwala Bingai. The results of this analysis will later become a reference for researchers to develop character education based modules. The analysis carried out by researchers consisted of 3, namely problem analysis, analysis of student characteristics, and analysis of learning materials. From the results of this analysis, researchers will develop a product that will support the learning process.

b. Design Stage

After the researcher carries out the analysis, the researcher will then design the product. At the design stage, researchers created a module design based on character education. At this stage, the researcher will start designing the module cover and module content, which will make students interested in using it.

c. Development Stage

After completing the design of a module based on character education. Then, researchers will validate the products that have been developed. Product validation will be carried out by language experts, material experts and media experts. This validation is carried out with the aim of finding out that the product that has been developed is suitable for use. The results of the validation carried out on linguists, material experts and media experts can be seen in table 3 and figure 1 below:

Table 3. Recapitulation of Validation Results

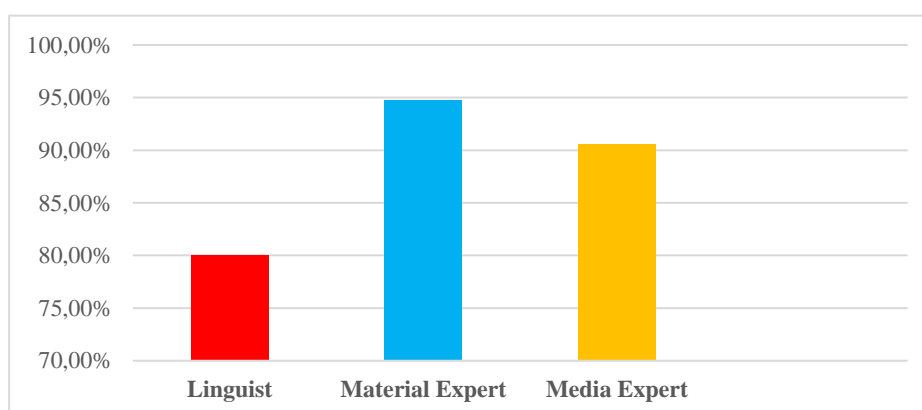| No	Validation	Percentage (%)	Criteria
1	Linguist	80.00%	Worthy
2	Material expert	94.75%	Very Worth It
3	Media expert	90.60%	Very Worth It
Average		88.45%	Very Worth It

Figure 1. Recapitulation of Validation Results

Based on the description above, it can be concluded that the character education based module in Indonesian language learning to improve student learning outcomes in elementary schools is very suitable for use.

d. Implementation Stage

The implementation stage is carried out after the product that has been developed has been validated by experts. This stage was carried out to determine the improvement in student learning outcomes by using character education based modules. This trial was carried out on class V students at SD Negeri 050660 Kwala Bingai. The trial was carried

out at two stages, namely pretest and posttest. Student learning outcomes in the pretest and posttest trials that have been carried out can be seen in table 4 and figure 2 as follows:

Table 4. Recapitulation of Student Learning Results in the Pretest and Posttest

| No	Student's name	Pretest Value	Criteria	Posttest Value	Criteria
1	R01	35	Not Completed	80	Complete
2	R02	20	Not Completed	85	Complete
3	R03	55	Not Completed	75	Complete
4	R04	75	Complete	90	Complete
5	R05	40	Not Completed	80	Complete
6	R06	65	Not Completed	95	Complete
7	R07	45	Not Completed	75	Complete
8	R08	30	Not Completed	80	Complete
9	R09	35	Not Completed	65	Not Completed
10	R10	55	Not Completed	80	Complete
11	R11	75	Complete	95	Complete
12	R12	45	Not Completed	80	Complete
13	R13	55	Not Completed	90	Complete
14	R14	40	Not Completed	90	Complete
15	R15	60	Not Completed	85	Complete
16	R16	65	Not Completed	75	Complete
17	R17	25	Not Completed	80	Complete
18	R18	40	Not Completed	85	Complete
19	R19	35	Not Completed	75	Complete
20	R20	60	Not Completed	80	Complete
	Amount	**955**		**1640**	
	The Complete One	**2**		**19**	
	The Incomplete	**18**		**1**	
	Average	**0.47**		**0.82**	
	Percentage	**47%**		**82%**	
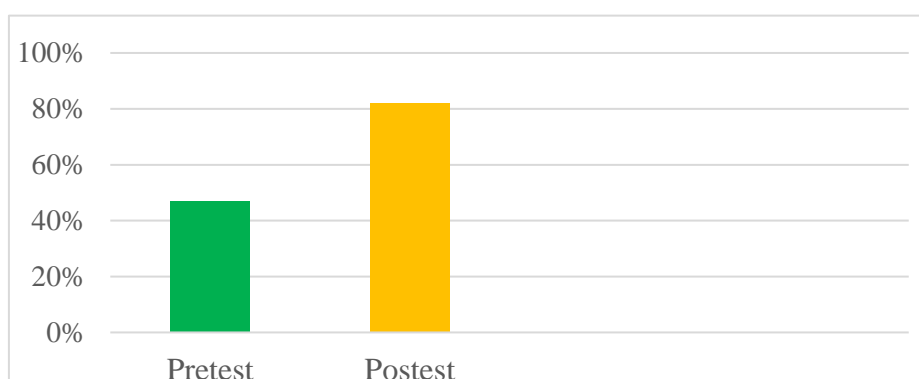
Figure 2. Student Learning Results in Pretest and Posttest

Based on the test results in table 4 and figure 2, it is known that the results of the pretest were 47%, with 2 students completing and 18 students not completing. Meanwhile, the posttest trial with a percentage of 82%, 19 students completed and 1 student did not complete.

e. Evaluation Stage

The final stage in this research is the evaluation stage, where evaluation is carried out at each stage, which aims to minimize any errors and deficiencies in the product that has been developed.

Discussion

This research develops a module based on character education in Indonesian language learning. At this stage, researchers have divided it into several stages, including the following:

This development research has been validated by 3 experts, namely language experts, material experts and media experts. Researchers carried out validation with the aim that the character education based module in Indonesian language learning that was developed could be said to be suitable for use in accordance with the suggestions and input given by experts.

From the discussion above, there are several studies that are in line with this research, including: (1) Linguist validation results with a percentage of 80.00% are categorized as appropriate. This is in line with the opinion of Novianti & Lubis (2022) which states that the validation results carried out by linguists, namely 97%, are categorized as very appropriate. Darniyanti et al (2022) said that the validation results carried out by linguists, namely 91.4%, were categorized as very appropriate. (b) Material expert validation results with a percentage of 94.75% are categorized as very feasible. This is in line with Giawa et al (2022) who said that material experts obtained a percentage of 91% with very feasible criteria. Harefa & Harefa (2023) said that material experts obtained a percentage of 95% with very feasible criteria. (c) Media expert validation results with a percentage of 90.60% are categorized as very feasible. This is in line with Utami et al (2022) who said that the research results showed that the media validation results were 78% with the criteria being suitable for use. Zendrato et al (2022) said that the percentage results reaching 94% were very feasible criteria.

After completing validating the product developed, the researchers then conducted a trial on class V students at SD Negeri 050660 Kwala Bingai. Then the researchers divided the trials on students into two stages, namely pretest and posttest. After the researchers conducted pretest and posttest trials, it was discovered that student learning outcomes using character education based modules in Indonesian language learning increased. So it can be concluded that using character education based modules in Indonesian language learning for class V students at SD Negeri 050660 Kwala Bingai is said to be effective.

From the discussion above, there is several supporting research in this research, namely: Ratnaningrum & Kholidya (2023) said that based on the results the average score for the pretest was 48.91 and for the posttest it was 87.50. This means that there is an increase in the value of student learning outcomes after receiving learning treatment using data analysis hypercontent-based modules. Alfina et al (2023) said that the students' learning outcomes obtained an average of 0.77 and the category obtained was a high category which was carried out using the field test stage so that learning could achieve optimal goals. Fajarsari et al (2022) said that the average score of students after taking the test reached 85.06, which was above the KKM of 70 which had been determined by the school. While the classical completion percentage reached 90.62%, which is above the requirement of more than 70%, it can be concluded that the use of modules can improve student learning outcomes.

By developing character education based modules in Indonesian language learning, it is hoped that it can improve the learning outcomes of class V students at SD Negeri 050660 Kwala Bingai.

Conclusion

Based on the results and discussion in this research, there are conclusions from the development of character education based modules for class V students at SD Negeri 050660 Kwala Bingai, including: (a) Based on the results of language expert validation with a percentage of 80.00% categorized as feasible, the results of material expert validation with a percentage of 94.75% is categorized as very feasible, and media expert validation results with a percentage of 90.60% are categorized as very feasible, (b) prestest test results with a percentage of 47%, 2 students who completed and 18 students

who did not complete. Meanwhile, the posttest trial with a percentage of 82%, 19 students completed and 1 student did not complete. Based on the validation results and test results that have been carried out.

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