

## E-Module about “*Indahnya Keberagaman Di Negeri Ku*” to Increase Student Interest to Pancasila and Civic Education Subject

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| Rizki Nurhabibi |

Basic Education, Postgraduate program, Universitas Negeri Medan, Indonesia

[rizkynurhabibi@gmail.com](mailto:rizkynurhabibi@gmail.com)



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### ABSTRACT

This research aims to produce a Civics e-module with material on *The Beauty of Diversity in My Country* which can make it easier for fourth grade students to study at SD Negeri 100600 Sipogas. This research is a type of R&D research by adopting and modifying the development steps from Borg and Gall. The research instruments used were interview guidelines, questionnaires, observations and tests. The subjects in this research involved 3 lecturers as expert validators, 24 students as test subjects and a test of interest in learning. Research data analysis uses quantitative and qualitative data. The results of Pancasila and Civic Education e-module assessment *The Beauty of Diversity in My Country* from material experts got an average score of 4.17 with good criteria, language experts got a score of 93.75% with very decent criteria, design experts got an average score of 3.95 with good criteria, trial *The Beauty of Diversity in My Country* got a percentage of 88.89% with the appropriate criteria, the field trial got a percentage of 97.23% with the appropriate criteria, the field test got a percentage of 95.58% with the appropriate criteria, and the pretest learning interest test got a mean score of 40.20. while the posttest interest in learning showed an average score of 74.79, so that students' interest in learning experienced an increase in the average score of 34.59. Overall, the results of the development of Pancasila and Civic Education e-module are said to be suitable as a learning medium. Apart from that, there is an increase in interest in learning after students use Pancasila and Civic Education e-module, showing that indicators of success of Pancasila and Civic Education e-module can make it easier for students to learn compared to just using teacher explanations and textbooks.

### KEYWORDS

E-Module; Pancasila and Civic Education; *The Beauty of Diversity in My Country*

### INTRODUCTION

The world of education always faces challenges. Teachers are the party most responsible for these challenges. New problems emerged when the "Covid-19 pandemic" hit almost all countries in the world. The pandemic forced many countries to implement a "Lockdown" policy, which resulted in activities or work only being carried out at home, including learning at home.

Each school conducts teaching and learning activities (TLA) completely online using educational applications and social networks (Ferdinal, Dian. Et al., 2020). Online learning is a learning policy implemented without face-to-face interaction but through available platforms such as WhatsApp, Google Classroom, Zoom, Google Meet, YouTube etc. This makes it increasingly difficult for teachers to fulfill their responsibilities to achieve the expected educational goals, especially for non-tech-savvy teachers. Teachers must provide

instruction using learning environments that the teacher has not mastered (Prastowo. A., 2016).

Based on a UNICEF survey in early June, there were 4,016 respondents from 34 provinces aged 6-12 years, 69% felt bored studying from home (BDR). During BDR, respondents experienced two main challenges, namely 35% had difficulty accessing the internet and 38% lacked teacher guidance. Then 62% need teacher support. Meanwhile, 87% of respondents wanted to immediately return to their educational unit for various reasons. Among them, 61% are happy to miss face-to-face learning, 51% miss their friends and 48% are bored at home. Meanwhile, 59% of respondents admitted that they did not want to return to their education unit because they were worried about being exposed to Covid-19. About 12% have no fees and 1% fear bullying. Even though many want to return to educational units immediately, 50% of respondents believe that face-to-face learning should start after Covid-19 cases decrease. Meanwhile, 25% think face-to-face learning will start during the new school year.

Another factor that causes a decrease in students' interest in learning is the lack of interaction which makes students less active in conveying ideas or opinions when studying, which is one of the teachers' benchmarks in evaluating students' interest in learning. This certainly affects student learning outcomes which are increasingly decreasing.

The learning resources used by teachers still focus on textbooks, so it is not uncommon for students to feel bored while studying, and the uneven distribution of textbooks becomes an obstacle to learning (Aji. S., 2013). The learning tools needed to manage the teaching and learning process consist of curriculum, learning performance plans, student worksheets, assessment tools, learning media, and student textbooks (E-modules) (Fillivani, Putu Nita. Agung., 2021; Fatmawati, L., Pratiwi, R. D., & Erviana, V. Y., 2018; ). Based on the above issues, researchers aim to develop a character-based electronic module (E-module) in civics as a supplementary teaching material to increase the learning motivation of 4th grade elementary school students according to the needs of schools. Encourage students to learn independently and help students develop good character (Fatimah. et al., 2019). Apart from these benefits, e-modules have many advantages compared to printed teaching materials, such as being more practical to carry, low-cost internet package capital, environmentally friendly, one clicks and swipe, lots of books in one hand, more durable, timeless, can be used anywhere. anytime and anywhere, can be accessed offline after one download. The e-module developed by researchers is designed to be interesting, to train independently, creatively and innovatively, according to students' needs and to develop students' competence and character (Purnamasari, V., 2015). This is different from ordinary printed teaching materials which have been used more complicated and heavier, require storage space, risk of getting wet and damaged and the longer they are used, the worse/uglier they become.

The aim of this e-module is expected to help and contribute to improving the quality of student learning in the future. This material object has also been developed by various relevant educational researchers and the research results show that developing e-modules can improve the quality of learning, learning motivation and student learning outcomes.

## **RESEARCH METHODS**

This research is planned to be carried out at IV SDN 100600 Sipogas. This developmental research was carried out in May-June of the 2022/2023 academic year in the odd semester for two months. The subjects of this research were class IV students at SDN 100600 Sipogas consisting of 24 students. Research and development methods are also defined as a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2011).

In this research, researchers produced a product in the form of a learning e-module that focuses on material contained in theme 7 "The Beauty of My Country's Diversity", sub-theme II "The Beauty of My Country's Cultural Diversity" based on character. This learning e-module is intended for fourth grade SD/MI students. It is hoped that this e-module can help students, teachers and schools in developing theme 7 subtheme II so that it is easier to understand, more complete, can achieve competency and the value of character education well and is more attractive to students. Data collection techniques use interviews, observation and questionnaires. The data was analyzed through product validity level analysis and trial data analysis using data collection techniques.

In collecting data, researchers used methods including interviews, observation, questionnaires and documentation.

## **RESULTS AND DISCUSSION**

The product developed in this research is Pancasila and Civic Education e-module with the material "*Indahnya keberagaman negeriku*" for grade IV elementary school students. In developing this e-module, researchers adapted and modified the steps for implementing product development from Borg and Gall.

Based on the results of preliminary research, it can be concluded that the development of Pancasila and Civic Education e-module with the material "*Indahnya Keberagaman Negeriku*" is very necessary to overcome the learning difficulties of class IV students at SDN 100600 Sipogas, in understanding this material. E-module (electronic module) is a digitalized or electronic form of module and packaged in a more interactive way that is easy for students to study independently.

The initial product results of Pancasila and Civic Education e-module were developed based on the findings at the initial research stage, to then be adjusted taking into account the principles of e-module development, including: Compiled from easy material to understand more difficult ones, and from concrete to understand semi-concrete and abstract. Emphasize repetition to strengthen understanding. Positive feedback will provide reinforcement to students (Purnamasari, N L., 2017). Motivating is one of the efforts that can determine learning success. Exercises and tasks to test yourself. In this development research, Pancasila and Civic Education e-module prioritizes the preparation of material that is easy and communicative for students, writing in language that is familiar to students.

students, and enrich the examples, pictures and illustrations in the e-module. Apart from that, the initial of Pancasila and Civic Education e-module product has been developed to suit the level of thinking of fourth grade elementary school students. Fourth grade elementary school students are included in late childhood (7-12 years). Late childhood is the time when children are at the level of concrete operational thinking (Cahyaningrum, E. S. et al., 2017).

In late childhood, children begin to use clear, logical and concrete rules. Therefore, the e-module has provided sufficient examples and images to help students understand the material "*Indahnya Keberagaman Negeriku*" in Indonesia easily, without forcing students to think abstractly.

The steps taken by researchers to find out how e-modules can make it easier for students to learn, namely by carrying out the feasibility test stage and the learning interest test stage. There are several feasibility tests carried out to obtain assessments, criticism and suggestions, so that the e-module can be said to be suitable as a learning medium. The feasibility tests taken include:

material expert validation, language expert validation, design validation, initial field trials, field trials, and field implementation tests.

Material expert validation stage. At this stage, validation was carried out by a lecturer named Mrs. Reh Bungana Beru Wargan-Angin, SH, M, Hum. There are two aspects to the research instruments for material experts, namely the learning aspect and the material aspect. The validation process takes 2 stages. The results of stage 1 material expert validation obtained an average score of 3.75. Meanwhile, in stage 2 the average score increased to 4.17 so that the material in Pancasila and Civic Education e-module received a B grade and was included in the "good" assessment criteria. Based on these results, the e-module is suitable for testing with students with revisions according to material expert suggestions. From the results of the suggestions given regarding improvements to parables and example images, the results of the revisions are in accordance with the learning strategy. One of the strategies in children's learning during the concrete operational development period is to use examples that are already familiar to students, and provide real practice in analyzing problems or activities.

Language expert validation stage. At this stage validation was carried out by Mr. Charles Butar-Butar, M.Pd. There are 4 aspects to the research instrument for design experts. The validation process takes 2 stages. The results of stage 1 language expert validation obtained an average score of 47 with a percentage of 73.73%. Meanwhile in stage 2 the average score increased to 60 with a percentage of 93.75%,

So, that the material "*Indahnya Keberagaman Negeriku*", Indonesia received a very decent score and was included in the "Very Decent" assessment criteria. Based on these results, the e-module is very suitable for testing with students with revisions according to the advice of language experts. Design expert validation stage. At this stage, validation was carried out by Mrs. Dr. Samsidar Tanjung, M.Pd. There are two aspects to the research instrument for design experts, namely the display aspect and the programming aspect. The validation process takes 2 stages. The results of stage 1 media expert validation obtained an average score of 3.65. Meanwhile, in stage 2 the average score increased to 3.95 so that this module, Indonesia received a good score and was included in the "good" assessment criteria. Based on these results, the e-module is suitable for testing with students with revisions according to design experts' suggestions. From the results of the suggestions given regarding color improvements, and the use of effective sentences. The revised results are in accordance with the characteristics of the e-module.

Initial field trial stage. At this stage, the trial involved 3 students. The initial field trial results obtained a percentage of 88.89%, thus meeting the appropriate criteria. At this stage, researchers also conducted interviews regarding students' responses or comments when using Pancasila and Civic Education e-module.

In the interview, the researcher did not find any problems with students when using the e-module, but only positive comments were given by students, namely: students felt happy and enthusiastic when using Pancasila and Civic Education e-module. "*Indahnya Keberagaman Negeriku*" because of the color and appearance of the e-module.

An interesting module, pictures are also really needed to increase the interest and reduce students' boredom when studying it. Apart from that, students do not feel confused about the presentation of the language used. At this stage no significant obstacles were found so no revisions were made to the material or appearance of the e-module, so it continued at the testing stage try the field.

The field trial stage involved 6 students. Test results the field obtained a percentage of 97.23% so that it meets the appropriate criteria. At this stage, the responses given by students regarding the e-module include:

Students feel happy and enthusiastic when Pancasila and Civic Education e-module "*Indahnya Keberagaman Negeriku*" because of the attractive colors and appearance of the

e-module. Students feel happy because the examples and pictures presented in the e-module are quite complete compared to the modules available at school. Regarding the obstacles experienced by students when using the product, no significant obstacles were found so no revisions were made to the material or appearance of the e-module, so it continued at the field implementation test stage.

Field implementation test, this stage is the feasibility test stage of final assessment of Pancasila and Civic Education e-module "*Indahnya Keberagaman Negeriku*". The field test involved 17 students. The results of the field trials obtained a percentage of 95.58%, thus meeting the appropriate criteria. At this stage, apart from the e-module display, the responses given by students include:

Students understand the learning instructions in the e-module, students understand the learning objectives of each learning activity, students find it easier to understand the e-module material because it is equipped with sufficient examples and pictures, and students can easily carry it anywhere. There is no revision of the field implementation test results.

Based on the average value of the assessment results from the validators and the percentage results of the user assessments, it can be concluded that Pancasila and Civic Education e-module "*Indahnya Keberagaman Negeriku*" is declared "worthy" as a learning medium. After the feasibility test stage is over, the next thing is to test the learning outcomes. The learning outcomes test is the final stage to determine whether the e-module can make it easier for students to learn PPKn material on "*Indahnya Keberagaman Negeriku*".

In the learning interest test, researchers tested differences in interest students learn with tests. Researchers made a comparison by differentiating students' learning interests when they had not used Pancasila and Civic Education e-module with students' learning interests when they had used Pancasila and Civic Education e-module.

Increasing the learning interest test acts as an indicator of the achievement of the research objective that Pancasila and Civic Education e-module can make it easier for class IV students to study at SDN 100600 Sipogas. From the learning interest test, the average pretest score of students was 40.20. Meanwhile, the average posttest score of students experienced an increase of 34.59 to 74.79. Based on this research data, students' scores have increased after using e-modules so that students can achieve the specified Minimum Completeness Criteria (KKM) score, namely 70. Therefore, it is not wrong if Pancasila and Civic Education learning process needs to use Pancasila and Civic Education e-modules as one of the learning media choices, because it makes a big contribution to the ease of learning for students so that they can achieve better learning interest compared to Pancasila and Civic Education learning process without using Pancasila and Civic Education e-module.

Based on the information above, it can be concluded that Pancasila and Civic Education e-module can make it easier for students to learn Pancasila and Civic Education material about "*Indahnya Keberagaman Negeriku*". Meanwhile, from the aspect of learning and its use, using learning resources in the form of explanations from teachers, Pancasila and Civic Education books that are already available, then equipped with Pancasila and Civic Education e-modules, students will gain better interest in learning, compared to just using learning resources in the form of explanations from teachers or Pancasila and Civic Education books. existing ones, but have not been able to increase students' interest in learning.

## **CONCLUSION**

Pancasila and Civic Education e-module, "*Indahnya Keberagaman Negeriku*", is a product developed based on an analysis of students' learning needs in Pancasila and Civic Education learning, especially its material. Pancasila and Civic Education E-module. "*Indahnya*

*keberagaman negeriku*" in my country is aimed at grade IV elementary school students or children aged 8-9 years. "*Indahnya keberagaman negeriku*" Pancasila and Civic Education e-module was developed based on guidelines and principles for e-module development, student characteristics, based on learning theories, and other studies that support the realization of the feasibility of learning e-modules. Based on the validation results of material experts, language experts, design experts, initial field trials, field trials, and field implementation tests, this e-module is declared to have met the feasibility aspect and can be used as an independent learning media option for students in Pancasila and Civic Education learning process.

Pancasila and Civic Education e-module, "*Indahnya keberagaman negeriku*", was developed which has been declared suitable as a learning medium and then implemented on the results of students' learning interest with the aim of seeing to what extent the e-module can make it easier for students to learn. Based on interest test

learning between students who have not used the e-module (pretest) and students who have used the e-module (posttest), the results obtained are that the average learning value of students after using the e-module reaches the Minimum Completeness Criteria score. compared to before students used the e-module. An increase in students' interest in learning is considered

As an indicator of the achievement of the problem formulation in this research. Therefore, it can be concluded that Pancasila and Civic Education e-module, "*Indahnya Keberagaman Negeriku*", can make it easier for students to study at SD Negeri 100600 Sipogas.

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