

Instilling Tolerance Character Values Through Modules Materials of My Country Indonesia for Grade IV Elementary School

Cindy Prasetya Utami^{1a}, Yulianti*^{1b}, Prihatin Sulistyowati^{1c}

¹Program Studi Pendidikan Guru sekolah Dasar, ²Fakultas Ilmu Pendidikan, ³Universitas PGRI Kanjuruhan
Malang, 5148, Indonesia

^acindyprasetya6@gmail.com, ^byuliantibunda2@gmail.com, ^cprihatinsulistyowati@gmail.com

* Corresponding Author.

Received: 24 April 2024; Revised: 18 August 2024; Accepted: 01 September 2024

Abstract: Tujuan penelitian mengembangkan bahan ajar modul Pendidikan Pancasila Materi Negaraku Kelas IV SD yang menarik dengan berbasis karakter toleransi, mampu membantu menumbuhkan minat siswa, dan materi mudah dipahami siswa sehingga siswa mampu menerapkan karakter toleransi dalam kehidupan sehari-hari. Metode penelitian *Research and Development* (R&D) dengan model pengembangan 4D. Subjek penelitian yaitu guru kelas dan 13 siswa kelas IV SD. Analisis data melibatkan analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian mengindikasikan bahwa telah didapatkan Modul Berbasis Karakter Toleransi yang layak, praktis, dan efisien. Kelayakan= 91% dengan jenis "sangat layak", Kepraktisan= 93% dengan jenis "sangat praktis", Keefektifan bahan ajar modul berbasis karakter toleransi pada posttest mendapatkan tafsiran N-Gain Score "Cukup efektif". Hasil ini dapat disimpulkan modul pembelajaran dapat digunakan oleh guru dalam menanamkan nilai karakter toleransi siswa. Kebaruan dari penelitian ini dibandingkan dengan penelitian sebelumnya yakni adanya isi konten dalam modul pembelajaran.

Keywords: Modul, Karakter toleransi, Negaraku Indonesia

Abstract: The aim of the research is to develop interesting teaching materials for the My Country Class IV Elementary School Pancasila Education module based on the character of tolerance, able to help foster student interest, and the material is easy for students to understand so that students are able to apply the character of tolerance in everyday life. Research and Development (R&D) research method with the 4D development model. The research subjects were the class teacher and 13 fourth grade elementary school students. Data analysis involves qualitative and quantitative descriptive analysis. The research results indicate that a Tolerance Character Based Module that is feasible, practical and efficient has been obtained. Feasibility = 91% with the type "very feasible", Practicality = 93% with the type "very practical", The effectiveness of the tolerance character-based module teaching materials in the posttest received an N-Gain Score interpretation of "Quite effective". These results can be concluded that learning modules can be used by teachers to increase students' interest in learning. The novelty of this research compared to previous research is the content contained in the learning module.

Keyword: Module, Character of tolerance, My Country Indonesia

How to Cite: Utami, C. P., Yulianti., Sulistyowati, P. (2024). Instilling Tolerance Character Values Through Modules Materials of My Country Indonesia, Grade IV Elementary School. *Jurnal Inspirasi Pendidikan*, 14(1), 40-49. <https://doi.org/10.21067/jip.v14i1.9991>



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Introduction

Learning supports teachers provide to enable the process of receiving knowledge and skills, acquiring habits, and developing attitudes and self-confidence. The purpose of education is that students are expected to become members of society who are intelligent, innovative, independent, have good morals, are healthy, educated, democratic, responsible, and believe in God (Yestiani & Zahwa, 2020). Educators need to understand the initial characteristics of students and develop strategies for managing learning because knowing the characteristics of students can help teachers guide students in achieving the desired goals.

Learning in schools cannot be separated from the curriculum. The independent curriculum is the curriculum currently used, the independent curriculum aims to create an open, fun learning process that allows innovation and creativity and maintains collaboration to prepare students to get the best possible learning experience (Dendi Wijaya Saputra, 2022). One way that character education can be included in the education process is to create learning materials, one of which is a learning module. The development of character-based learning module teaching materials is needed considering the importance of including positive character values in the learning process (Sinta, 2022) and the purpose of making teaching materials to improve the effective and efficient learning process.

Schools need instructional tools in the form of subject matter in studying disciplines to help students acquire Pancasila values, morals, attitudes, and character. Pancasila Education is learning related to daily activities, directing how to become a good member of society and respecting the values of Pancasila as the foundation of the Indonesian State (Rahayu, 2017:1). According to (Mughtar & Suryani, 2019), (Muhsinin, 2013) character education develops the cultural values of the nation which include aspects of cognition (knowledge), emotional attitudes (compassion), and behavior towards God (YME), for oneself, and society. Tolerance comes from the word "tolerance" which indicates an attitude of recognition, and respect, and allowing the opinions of other people's beliefs without asking permission. It can be concluded that tolerance character education is a form of habituation for students with the hope that students can build an attitude of solidarity, and accept differences, instilling a character of tolerance is very important because tolerance can influence patterns of thinking, behavior, and actions in daily activities.

Previous research by Puniatmaja & Renda, (2021) stated there needed to be adequate support for PKn learning, especially in teaching theme 7 for grade V elementary school. It did not develop learning materials based on tolerance and encourage students to learn independently, but modules based on character values can support students in improving their academic achievement in K13. Fatmawati., (2018) stated that teachers' understanding of multiculturalism in thematic learning, teachers do not convey multicultural messages about the character of love for the homeland and national spirit so that students are still very unfamiliar with the term multicultural education, research by Ramadan & Saputri, (2022) stated that in learning activities for the sub-theme of the beauty of the unity and integrity of my country, the learning materials used are simply LKS books and starter packages without any additional learning materials which cause the learning process to become monotonous, then students become less interested and bored when learning activities, the modules developed based on character provide results, namely optimizing academic achievement and having high validity, suitable for use in the teaching and learning process, research on the development of thematic modules focuses on 4C through contextual learning methods for class 3 sub-theme 3 which was developed by utilizing the ADDIE model was declared feasible, feasibility is considered from three aspects, namely expert understanding of material and language reaching 91%, while the practicality aspect received an assessment of 88% with a student response of 88% (Yulianti, 2020). Fifth, research in teaching drama that focuses on nationalist characters in elementary school states that the thematic module developed based on nationalist characters in elementary school is "Very Good" and is said to be very feasible. This study differs from previous studies because it specifically develops module teaching materials for Pancasila Education subjects based on the material of My Country Indonesia in

grade IV of elementary school based on tolerance character. In a comparison of the results of previous studies with the current researcher, it can be seen that the content taught is different. The module in this study contains elements of tolerance character in the material of My Country Indonesia, which exists in everyday life and is not found in other modules, so it is easy to understand. It can instill tolerance and character values in students.

According to Sulistyowati and Cahyadi (2019) exciting learning materials are unique, concise, and detailed explanations, making it easier for students to understand simple language. Learning materials usually include knowledge, abilities, and attitudes that students must master to achieve the established competency standards and meet the needs of the learning process towards achieving learning goals (Aisyah et al., 2020). One of the types of module learning materials (Aisyah et al., 2020). One of the types of module learning materials that has the characteristic of guiding students in learning independently without the help of others or teachers (Rahdiyanta, 2016,) is module teaching materials that are developed based on the character value of tolerance. Character tolerance, the character of tolerance according to Afriadi, (2020), Abdullatif & Dewi, (2021) is an essential character that instils awareness, forms awareness and accepts all the diversity of opinions expressed by each individual in order to establish and achieve harmony between humans.

The results of observations at SDN Tumpang researchers found problems: (1) the learning materials used in the school were less attractive, the learning carried out was only driven by LKS (Student Worksheets) with a simple display of a few pictures printed using black and white paper without any other supporting books resulting in reduced student interest in learning. The teacher directed students to take notes on the material discussed during the learning process. The teacher gave assignments on the LKS. (2) Students needed to understand the material of My Country Indonesia in Pancasila Education learning, which led to character education in each learning material because students only relied on LKS books. There was no development of teaching materials during the question-and-answer interaction between teachers. Students tended to be silent because they did not understand the material, (3) tolerance characteristics such as respecting differences between friends and being polite to teachers were still not appropriately implemented, resulting in quarrels in class, arguing or belittling teachers when advised, friendships forming groups.

The results of observations of the learning process carried out at SD Jabung on January 23, 2024, found that SDN Jabung had implemented the independent learning curriculum, but there were problems in implementing the learning; the problems that arose were: (1) class, teachers have not created or used learning materials other than LKS (Student Worksheets) so that students lose interest because the display is simple, and there are not many illustrations, (2) students are still less involved in the lesson, so students tend to be passive, (3) due to limited school facilities and infrastructure, teachers never use LCDs to deliver material (4) students' tolerance character is still low. Tolerance characteristics such as respecting differences of opinion among friends, solidarity, and politeness to teachers have not been appropriately implemented, resulting in quarrels in class, friendships forming groups, and arguing or belittling teachers when advised.

In order to overcome this problem, it is necessary to develop module teaching materials in Pancasila Education learning, especially in the learning of my Country, Indonesia, class IV; the lack of learning materials by teachers that support students to learn independently and show an attitude of tolerance. Therefore, learning materials that contain character education are needed. Due to the limitations of school facilities and infrastructure and the internet, schools need printed teaching materials because according to (Harta et al., 2014) printed teaching materials have the following advantages: (1) Printed modules can enable students to recognize deficiencies in their abilities and provide feedback, (2) module teaching materials have well-defined learning objectives and alignment of student performance in achieving learning targets, (3) Modules that are designed to be attractive, easy to understand and adapted to student needs, and modules will motivate students to learn, (4) Students can learn in various ways through flexible module teaching materials (5) This module minimizes competition between students and allows for collaboration in learning. According to Tri

wahyuningtyas., et al. (2020) modules can make it easier for students to learn independently with little guidance and support from their educators. Then, students can achieve the specified learning goals and outcomes.

This research is urgent, namely the absence of Pancasila Education module teaching materials based on tolerance character in the Merdeka curriculum for grade IV elementary school that can help students understand the values of tolerance personality in daily activities. Printed learning modules can be accessed by students who do not have access to electronic devices or the internet, so they are essential in remote areas or among students with limited internet or electronics. Printed learning modules often involve handwriting activities, which can help develop fine motor skills and strengthen understanding. Students can take notes, underline, and focus on reading the text directly in the printed module, which can support understanding and remembering the material. The character of tolerance in this study includes the character of tolerance, mutual respect for differences, caring for fellow living things and the environment, and love for the country. The advantages of the learning module that will be compiled are that it has colourful images, little writing but is systematic, and the language used is simple to help students understand the lesson's contents.

Based on this background, the purpose of this study is to develop teaching materials for a tolerance character module in Pancasila Education, the material of My Country Indonesia for grade IV elementary school, which is expected to be valid and appropriate to be used as additional learning materials for students in grade IV elementary school and help provide an understanding in implementing students' tolerance character.

Method

This research method is Research and Development (R&D), which aims to create specific products and test their validity and capabilities (Sugiono, 2019, p. 395). The development procedure applied in this study is the Thiagarajan development model (Thiagarajan et al., 1974), which is called the Four - D model or 4D model, which includes four stages of development: Define, Design, Develop, and Disseminate. The flowchart of the 4D development model is in the following figure 1.

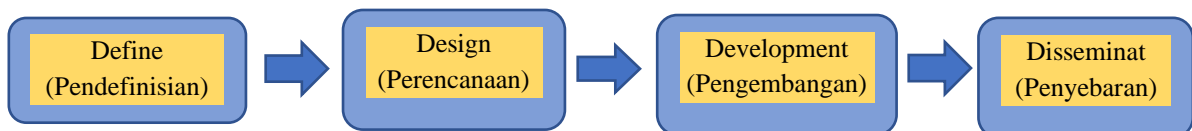


Figure 1. 4D Model Development Stages

The research subjects were grade IV students of SDN 3 Pulungdowo with one teacher, and the trial involved 13 students of SDN 3 Pulungdowo. The development validation test involved three validators: experts in material, language, and teaching materials. The instruments used in this study included questionnaires, documentation, and interviews. The technical analysis was carried out using both types of data: numerical data and description-based data analysis. Quantitative data analysis involved evaluation based on questionnaire scores, while qualitative analysis included input in suggestions and criticism from the validator.

The type of research data is qualitative and quantitative. The information obtained in the form of validation sheet assessment scores from media, language, and teaching materials experts, as well as the results of the practicality sheet scores from teacher and student responses, are quantitative data and qualitative data obtained from suggestions and input from trial participants. Each uses a percentage calculation. The assessment given is a Likert scale with the following parameters: (1) Good, (2) Quite good, (3) Less good, and (4) Very less good (Sugiyono, 2017).

Data to measure the effectiveness of the Character-Based Module Tolerance teaching material was obtained through student test results after using the Character-Based Module Tolerance product designed by researchers with the N-Gain Score formula. This assessment was carried out to evaluate

the learning module that focuses on the character of tolerance in Pancasila Education Material for My Country of Indonesia, Grade IV Elementary School, that has been created to get a positive assessment or requires improvement.

Results

The definition stage consists of five steps: First, the initial analysis stage consists of interviews with class teachers and students to analyze the problems encountered during the learning process at SD Tumpang. Based on the interview results, it is known that the implementation of learning has used the independent learning curriculum. The existence of this independent curriculum makes it difficult for teachers to apply character education to Pancasila Education learning, which leads to character education because, in the guidebook with the theory, there is a difference where the theory of constructivism learning explains the method that requires students to actively build knowledge independently. In contrast, the student book guide implements Education that is more focused, in line with student needs and focuses on strengthening the character of tolerance.

Implementing learning in the classroom for students of the material *Negaraku Indonesia* in Pancasila Education, which leads to character education in each learning material, still needs to be better understood. The ideal learning media in the independent curriculum must follow the learning material and be practical. A module is a form of complete and systematically packaged material, including a series of learning experiences planned and designed to help students achieve specific learning goals. Modules allow students to solve everyday problems (Mahiroh., 2020). Currently, because students only rely on LKS books printed on black and white paper with few pictures, they tend to get bored, and there is no development of learning materials from teachers that make students understand the material. So, learning modules become a new learning resource with an attractive appearance, effective language and materials that are easy for students to understand. As for student answers related to character through character research instruments from researchers from 13 students on the indicator of respecting differences, there is a percentage of 45.83% with the category of less tolerance, caring for others there is a percentage of 47.91% with the category of less tolerance, love for the homeland there is a percentage of 54.16% with the category of less tolerance, receptive there is 52.08% with the category of less tolerance. Second, the analysis of learners (learner analysis) during Pancasila Education learning on the material of *My Country Indonesia*, teachers only rely on LKS books and do not develop other teaching materials that allow students to understand the material better, students only rely on listening to the teacher's explanation and doing LKS assignments, besides that, the teacher does not provide examples in the form of pictures to support the material.

Task analysis, the activities carried out are to identify and compile the learning materials to be studied in a structured manner. The material that will be used in the development of this module's teaching materials is *My Country Indonesia*, which consists of NKRI (definition, geographical location, livelihood, diversity of Indonesian culture), strengthening NKRI (factors strengthening NKRI through tolerance, the critical role of tolerance in the integrity of NKRI), Forms of behavioural attitudes to maintain NKRI (examples of behaviour that show attitudes to hold and damage the surrounding environment to maintain the integrity of NKRI) for grade IV elementary school students. Five learning objectives must be achieved; in addition, there are ten multiple choice questions and essay questions in each sub-discussion of the material that students must work on to train their understanding of the contents of the *My Country Indonesia* material.

Concept analysis is carried out based on the needs of grade IV students at SDN 3 Pulungdowo in Pancasila Education learning on the *My Country Indonesia* material based on tolerance character, where this material explains NKRI, strengthening NKRI with tolerance, and forms of attitudes to maintain the integrity of NKRI. The material is based on learning outcomes (CP) that align with the independent curriculum. The aspects of character embedded in the material of *My Country Indonesia* are the character of tolerance in the indicators: The ability to express authentic attitudes in

respecting the diversity of society, respecting each other, caring, and loving. The following is a table of learning outcomes (CP) and objectives; then, the stage of determining learning objectives is to design module teaching materials based on the learning outcomes (CP) defined in the concept analysis.

The design stage of the module development design is in the form of obtaining an initial picture, which is the goal of the design phase. The teaching materials that will be designed are printed modules for Pancasila Education learning for grade IV elementary school with the material My Country Indonesia. The purpose of developing this learning material is to make it easier for grade IV elementary school students to learn and as a new learning resource in learning. There are four actions at this design stage, including: a) Preparation of Text Standards; at the stage of preparing this text standard, the researcher compiled a questionnaire grid given to material, media, and language experts to assess the suitability of the media created. After conducting the validation questionnaire, the researcher developed a student response questionnaire, a teacher practicality questionnaire, and a grid of questions carried out during product testing. b) Selection of Teaching Materials, for the selection of media to be compiled, is learning material in printed modules developed using the Canva application. c) Selection of format for developing learning module materials for Pancasila Education, My Country, Indonesia, based on tolerance characters in grade IV of elementary school. d) Initial Design: Based on figure 2 the initial design of the product to be made in this study includes a cover equipped with information such as subjects, material titles, classes, logos of the original institution, author identities, forewords, tables of contents, getting to know books, concept maps, instructions for using the module, benefits, learning achievements, learning objectives, primary material, independent learning activities, conclusions, evaluations, follow-ups, glossaries, bibliographies.

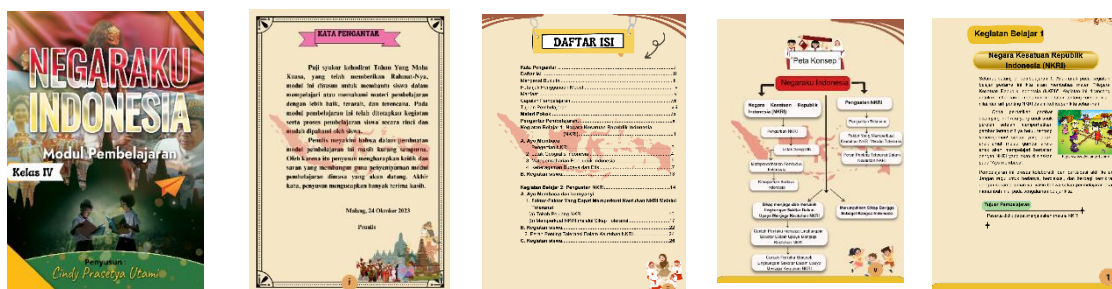
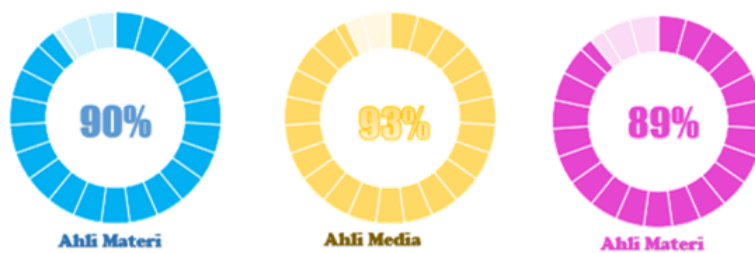


Figure 2. Learning module materials for Pancasila Education, My Country, Indonesia

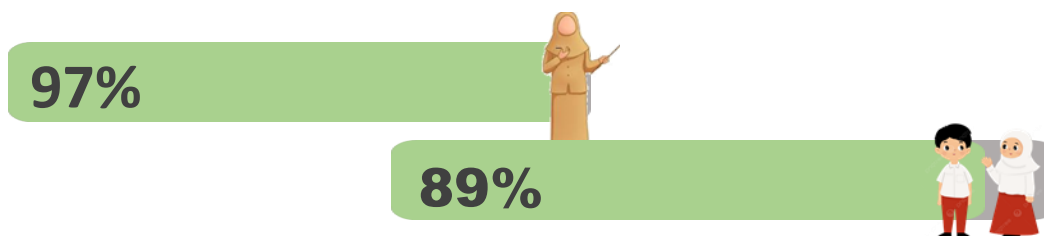
The development stage, namely the development process, involves designing and creating a learning module based on tolerance character in Pancasila education on the material of My Country Indonesia. Then, the media is validated by experts in material, media, and language to obtain helpful input and suggestions on a better basis. Analysis of the feasibility of the learning module based on tolerance character on the validation sheet instrument obtained data that can be observed in Figure 3.



Source: data processed by researchers

Figure 3. Media, Material, and Language Expert Validation Results

As shown in Figure 3, the material, media, and language results received an average percentage of 91% with the type "very feasible".



Source: data processed by researchers
Figure 4. Practical Results Teacher and student responses

Figure 4 shows the results of the practicality of the teacher and student responses. The teacher's response received an average percentage of 97% with the qualification "Very practical."

Table 1. Student Effectiveness Results

NO	PRETEST	POSTTEST	N GAIN SCORE	N GAIN SCORE (%)
Rata – rata	69.23076923	92.30769231	0.72025641	72.02564103

Source: data processed by researchers

The results of the effectiveness test of the learning module in table 1 carried out by 13 students showed that the average result of the pretest effectiveness test was a total score of 900, with an average score of 69. The posttest effectiveness test obtained a score of 1,200 with an average score of 92 with an average result of N GAIN SCORE (%) 72.02 with the category of effectiveness interpretation N – GAIN SCORE "Quite effective".

Discussion

The results developed based on this research are a Pancasila Education learning module for the material of My Country Indonesia for grade IV elementary school. The material My Country Indonesia discusses the Unitary State of the Republic of Indonesia, Strengthening the Unitary State of the Republic of Indonesia, Attitudes to maintain and destroy the surrounding environment to maintain the integrity of the Unitary State of the Republic of Indonesia, while the characters in the learning module are in the form of tolerance characters. Research using learning subjects regarding Pancasila Education for the material My Country Indonesia based on tolerance characters in grade IV elementary school is a fun learning experience and discusses everyday life. Researchers use the 4D model to develop the Pancasila Education learning module. The study by Saputri., et al. (2020) utilized the 4D research model with "very feasible" results. Research conducted by Nasrul, (2018) also obtained very valid and practical results.

The feasibility of developing teaching materials for the Pancasila Education module for the material My Country Indonesia based on tolerance characters for grade IV elementary school can be seen from the validity tests carried out by experts in material, language, and media. This validation test aims to assess the suitability of the product development of learning materials for the Pancasila Education module for the Negaraku Indonesia material based on tolerance character in grade IV of elementary school. The evaluation results obtained by material, language and media experts are said to be "Very Feasible". The feasibility obtained by researchers is similar to the results of research conducted by Ramadan & Saputri, (2022) by receiving an average percentage of validation of material, language, and media said to be "feasible". Research by Ladiva., et al. (2018) obtained "very valid"

results. So, the design of the learning materials product for the tolerance character-based module in grade IV of elementary school developed by researchers can be said to be "Very feasible" and can be used to support Pancasila Education learning for grade IV elementary school students.

The practicality of Pancasila Education module teaching materials on My Country Indonesia based on tolerance character in grade IV of elementary school. The questionnaire was filled out by class teachers and students based on the results of product revisions from expert feasibility tests in material, language, and media. The results of the practicality test obtained were "very practical". The results of the practicality test of the study were comparable to those of the survey conducted by Faizah (2018), which was very practical. Monica., et al.'s research (2021) stated the results of the practical validation with the "Very Practical" category. So, the product of tolerance character-based module teaching materials on Pancasila Education on My Country Indonesia is very comfortable for teachers and students in grade IV of elementary school.

The effectiveness of tolerance character-based module teaching materials on Pancasila Education on My Country Indonesia in grade IV of SDN 3 Pulungdowo was obtained from the scores of 13 students working on pretest and posttest questions with ten multiple-choice questions. The results obtained from working on the pretest questions to test effectiveness showed that the completeness of students' academic performance was "very effective". Research conducted by Puspita (2020) has obtained the results of the effectiveness of learning using modules at the elementary school (SD) level with an average learning completion score of 93 with a "very high" category. Researchers Wahyuningtyas & Pratama, (2018) with an average score of 88 in the "effective" category. So, the effectiveness of this module learning material is very successful for students in grade IV of elementary school.

Simpulan

Learning materials based on the character of tolerance in Pancasila education, the material of my country, Indonesia, and grade IV of elementary school can help me understand the material optimally and provide an understanding of the character of tolerance that can be applied in everyday life. The feasibility of the product designed by the researcher based on validation from experts in material, language, and media experts is a "very feasible category". The practicality of the module teaching materials is obtained from questionnaires from teachers and students with an "very practical" assessment. The effectiveness of the module teaching materials obtained from the pretest and posttest is "very effective". However, the limitation of this study is that this study only reaches the development stage. The researcher's suggestion for teachers is that interesting learning materials can help attract students' interest in learning process activities. The suggestion for students is that this product can be used as independent learning materials at home or during the learning process in class. This can be used as a reference for further research when developing teaching materials in other, more creative subjects.

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