



Digital Module Contains Traditional Balinese Games as an Effort to Improve Students' Mutual Cooperation Character

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ABSTRAK

Guru belum mengembangkan media sebagai alat bantu dalam proses pembelajaran, kurangnya pemanfaatan teknologi dan penggunaan media pembelajaran, belum ditemukannya media yang mengadopsi permainan tradisional Bali, dan materi pembelajaran di buku siswa masih sedikit dan terbatas. Tujuan dari penelitian ini adalah mengembangkan modul digital permainan tradisional Bali modul digital untuk isi pelajaran PPKN bagi siswa kelas II SD. Model pengembangan yang digunakan dalam penelitian ini adalah model ADDIE yang mempunyai beberapa tahapan yaitu tahap analisis, tahap desain, tahap pengembangan, tahap implementasi dan tahap evaluasi. Subjek penelitian pengembangan adalah ahli media, ahli materi, guru dan siswa, sedangkan objek pengembangannya adalah validitas dan praktikalitas. Metode pengumpulan data yang digunakan adalah metode wawancara untuk observasi penelitian, rating scale dan angket untuk menguji validitas dan praktikalitas media. Hasil analisis data yang diperoleh adalah hasil validitas ahli media 4,6, ahli materi 4,4 dan hasil tingkat praktikalitas (guru dan siswa) yaitu 5,00 sehingga modul digital efektif meningkatkan karakter gotong royong siswa kelas II pada mata pelajaran PPKN. Berdasarkan rata-rata validitas, respon pengguna (guru) dan keefektifan, modul elektronik bergambar layak digunakan. Dengan adanya modul digital ini dapat memudahkan siswa dalam proses pembelajaran sehingga karakter kooperatif siswa akan meningkat secara maksimal. Media ini dapat dikembangkan dan diperbarui pada penelitian selanjutnya untuk meningkatkan prestasi siswa dalam belajar.

ABSTRACT

Teachers do not develop media as a tool in the learning process, there is a lack of use of technology and use of learning media, no media has been found that adopts traditional Balinese games, and the learning materials in students' books are still small and limited. The aim of this research is to develop digital modules for traditional Balinese games of digital modules for PPKN lesson content for class II elementary school students. The development model used in this research is the ADDIE model which has several stages, namely the analysis stage, design stage, development stage, implementation stage and evaluation stage. The subjects of research development are media experts, material experts, teachers and students, while the objects of development are validity and practicality. The data collection methods used were interview methods for research observation, rating scales and questionnaires to test the validity and practicality of the media. The results of the data analysis obtained are the validity results of media experts 4.6, material experts 4.4 and practicality level results (teachers and students) namely 5.00 so that digital modules are effective in improving the mutual cooperation character of class II students in PPKN subjects. Based on the average validity, user (teacher) response and effectiveness, the illustrated electronic module is suitable for use. With this digital module, it can facilitate students in the learning process so that students' cooperative character will increase optimally. This media can be developed and updated in further research to improve student achievement in learning.

1. INTRODUCTION

Education is one field that is able to develop the quality of human resources. One means of developing human resources is through schools. Schools are able to provide knowledge and develop the skills possessed by students. Not only knowledge and skills, schools can instill values and norms according to the needs of each student (Gara et al., 2022; Rus'an & H. Hamzah, 2022). Education is closely related to

everything related to human development, starting from physical development, health, skills, thoughts, feelings, will, social, up to the development of faith. One way to improve the quality of education is to improve the quality of learning, especially learning in elementary schools (SD), because at this level of education students are taught three basic skills, namely the ability to read, write and count (Alifah, 2021; Setyawan et al., 2020). In learning activities or instructional activities, teachers usually set learning objectives.

Children who are successful in learning are those who succeed in achieving the learner's goalsteachings or instructional goals. Education must be carried out optimally in order to produce quality students, namely students who have competent attitudes, skills and knowledge. One form of effort that can be made is curriculum development (Achruh, 2019; Yondriadi et al., 2018). Good learning is learning that can facilitate students' learning needs. This is in accordance with the nature of learning, namely the process of managing and organizing the environment around students so that it can encourage students to carry out the learning process (Fakhrurrazi, 2018; Suarga, 2019). Teaching materials must be prepared and developed so that students quickly understand and remember the lesson material over a relatively long period of time.

The learning and training process occurs at many levels of education, one of which is at the elementary school (SD) level. Learning is the process of student interaction with educators or teachers as well as learning resources in a learning environment (Oktavera, 2015; Rahmawati & Muhroji, 2022). Learning in elementary schools is carried out based on thematic learning which includes various subjects. The success of the learning process cannot be separated from how the teacher teaches and how a student learns. The problem that was also found at SD Negeri 4 Penarukan was that when carrying out observations and interviews with class II teachers which were carried out on November 3 2021, the results showed that the learning process was monotonous and uninteresting so that students were not motivated to learn, students easily gave up, students not yet sure what is proposed is good and correct, students are not yet able to think from all directions, students have not paid attention to the process, students have not been able to think quickly and precisely, and teachers have not used interactive media optimally to attract students' attention to better understand the material provided and are still using learning resources that come from student books and teacher books. To reduce the impact of the problems above, it is necessary to develop a learning module in which there is material development from PPKN learning content in student books.

In this case, the role of the modules used by teachers in delivering teaching material can be as interesting as possible. Previous research states that the use of learning media can help clarify the message to be conveyed in learning, making it easier to achieve the goals of the learning process (Bustanil S et al., 2019). Media can assist in the teaching process, help clarify the meaning of messages and help achieve learning goals more accurately. This is in accordance with previous research statements that usage Interesting learning media can provide experience meaningful to students (Anggraini & Sukartono, 2022). Learning media is a tool used to improve the learning process, so that it can facilitate achieving predetermined goals. The use of learning media can help teachers convey information during the learning process (Alwi, 2017; Putra et al., 2020). Not only does it help teachers, the use of learning media also helps students to achieve competence in the cognitive, affective and psychomotor domains. Learning modules that can motivate and increase students' enthusiasm for learning in the form of digital modules. We have not yet found a digital module that adopts traditional Balinese games. Teachers are required to be creative in delivering material through various uses of learning media (Ivanović et al., 2013; Yetra, 2019). Apart from that, there is a lack of teacher creativity in designing media that can be combined with Balinese cultural nuances. This is supported by research shows that elementary school teachers in Bali have a disconnect between culture and the teaching process and there are still many teachers who are not able to utilize technology to support learning. Teachers in elementary schools have a main role, namely preparing students to be able to face problems in their lives (Safitri & Dafit, 2021).

In the ongoing learning process, the use of digital modules is very necessary, so that students can easily receive and understand the learning material displayed in the digital module so that teaching and learning activities can be carried out well (Aprilliyah, 2014; Kuncahyono, 2018a). The importance of developing digital modules for learning traditional Balinese games, helping students develop interest in learning and making it easier to understand material about traditional Balinese games in PPKN learning and making it easier for teachers to explain learning material, and the use of this digital module attracts students' attention because it uses traditional Balinese games in the environment. . The novelty of this digital module is that by adopting traditional Balinese games, Balinese identity can be found in this digital module and foster students' love for Balinese culture, and can improve students' cooperative character. The development of digital modules for traditional Balinese games has not been found in previous research which only developed digital modules without providing any novelty in them, such as research on

Interactive Digital Modules based on the Discovery Learning model which was only able to increase students' interest in learning, without providing any newness in the media developed (Aprilliyah, 2014).

The aim of this research is to develop a digital module for traditional Balinese games and determine the level of practicality of the digital module for PPKN lesson content for grade II elementary school students. Through digital modules with traditional Balinese games, teachers can provide new impressions and students will be equipped to solve problems by learning to use digital modules in the learning process. Balinese culture will be able to attract students' attention, because Balinese culture has values in helping to build students' character through ways of living from generation to generation which will encourage curiosity so as to create harmony (Dharma, 2019; Winangun, 2020). The use of this media attracts students' attention because it uses traditional Balinese games in the environment. There is the development of media using traditional Balinese games so that Balinese identity can be found in this media and foster students' love for Balinese culture. Thus, this research aims to develop a digital module for traditional Balinese games and determine the level of practicality of the digital module for PPKN lesson content for grade II elementary school students.

2. METHOD

Model The development used in developing digital modules is the ADDIE model. This model is simple and systematically structured so it is easier for educators to understand, and the ADDIE model can make every learning more dynamic, because at each stage there is an evaluation process which allows learning to be improved and developed better than before. The use of the ADDIE model in development research has the advantage of being flexible, providing a structured framework, and can be adapted to various conditions in the field (Tegeh & Kirna, 2013). The ADDIE model consists of five development stages, namely (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Branch, 2010). The use of this model is based on the consideration that this model was developed systematically and is based on the theoretical basis of learning design.

Product validity in this development research consists of several stages, namely, (1) subject and object, (2) type of data, (3) data collection methods and instruments, (4) data analysis methods and techniques. The trial implementation was an expert test by 2 lecturers in the field of material experts, 2 lecturers in the field of media experts, 2 practitioners and student responses. The results of this expert test are then analyzed to carry out product revisions according to the expert test results. The subject of this research is the Digital Module. Meanwhile, the object of this development is validity and effectiveness. Research data is obtained from two types, the two types of data are qualitative data and quantitative data. Qualitative data is data obtained from expert reviews. This data can be in the form of responses, input or criticism. Meanwhile, quantitative data is data in the form of scores obtained by expert test reviews.

Data collection methods and instruments using questionnaires are the methods applied in this research. The questionnaire method is implemented by submitting a statement to the respondent (Agung, 2014). This research uses a rating scale instrument. In this development research, the rating scale instrument was given to 2 media expert lecturers, 2 teachers and 3 students to assess the validity of the digital module being developed. The following is a grid of data collection instruments to determine the validity of the learning media developed as well as product effectiveness tests presented in Table 1, Table 2, and Table 3.

Table 1. Digital Module Validity Sheet Grid for Material Experts

No.	Aspect	Dimensions	Number of items	Item number
1.	Material/Content	Conformity with basic competencies and indicators	1	1
		Suitability of learning objectives is clear	1	2
		Presentation of material clearly and precisely	1	3
2.	Language /communication	Conformity using language rules	1	4
		Use language that is easy for students to understand	1	5
3.	Presentation	Mismatch in presentation	1	6
		Interesting presentation of material	1	7

Table 2. Digital Module Validity Sheet Grid for Media Experts

No.	Aspect	Dimensions	Number of items	Item number
1.	Format	Letter size compatibility	1	1
		Compatibility of digital module character layout	1	2
2.	Visual	Digital module quality	1	3
		Interesting writing display	1	4
		Appropriateness of colors, writing and images on digital modules	1	5
3.	Voice	Presented clearly	1	6
		Suitability of music to student character	1	7
4.	Effective	Effective use of digital modules	1	8
5.	Practical	Ease of use of digital modules	1	9

Table 3. Digital Module Practicality Sheet Grid for Practitioners

No.	Aspect	Dimensions	Number of items	Item number
1.	Format	Letter size compatibility	1	1
		Compatibility of digital module character layout	1	2
2.	Visual	Digital module quality	1	3
		Interesting writing display	1	4
3.	Voice	Presented clearly	1	5
		Suitability of music to student character	1	6
4.	Effective	Effective use of digital modules	1	7
5.	Practical	Ease of use of digital modules	1	8
6.	Material /Content	Conformity with basic competencies and indicators	1	9
		Suitability of learning objectives is clear	1	10
		Presentation of material clearly and precisely	1	11

This research data processing uses qualitative descriptive statistical analysis which is used to process the results of reviews, suggestions and input made by experts or judges regarding the learning media being developed. The aim of this data analysis technique is to group various information obtained from qualitative data consisting of suggestions and criticism. The results of the data analysis obtained can later be used to improve the learning media being developed. So that the instrument prepared can be said to be valid, a content validity test is carried out by several experts (judges) who have competence in the variables being studied. This validity test is carried out using the Gregory formula. To determine the content validity coefficient, the research results of several experts (judges) were converted into a 2 × 2 cross tabulation. As in Table 4.

Table 4. Cross Tabulation

Judges		Judges I	
Judges II	Judges' assessment	Less Relevant	Very Relevant
	Less Relevant	A (- -)	B (-+)
	Very Relevant	C (+ -)	D (+ +)

After knowing the content validity using the Gregory formula, the content validity value of the instrument prepared was obtained. To classify categories of content validity coefficients, presented in Table 5.

Table 5. Content Validity Coefficient Criteria

Coefficient	Validity
0.80-1.00	Content validity is very high
0.60-0.79	High content validity
0.40-0.59	Moderate content validity
0.20-0.39	Low content validity
0.00-0.19	Content validity is very low

The results obtained were then converted to a five-scale scale based on the validity criteria shown in Table 6.

Table 6. Five Scale Conversions

Score Range	Predicates/Qualifications
$4.0 < X \leq 5.0$	Very good
$3.3 < X \leq 4.0$	Good
$2.7 < X \leq 3.3$	Enough
$2.0 < X \leq 2.7$	Not good
$1.0 \leq X \leq 2.0$	Very Not Good

3. RESULT AND DISCUSSION

Result

At the analysis stage, there are three steps that can be taken. A needs analysis was carried out at SD Negeri 4 Penarukan, precisely in class II, with the class teacher by conducting interviews with the teacher who stated that in the book theme 2, sub-theme 3, especially in PPKN content, traditional game material was still very limited and incomplete. Teachers only use student handbooks so there is a lack of textbooks to present effective PPKN teaching, especially in theme 2, subtheme 3 PPKN content in class II in elementary schools. Teachers do not develop media or teaching materials that are interesting and not boring as aids in the learning process. The problems faced during the learning process result in students not being enthusiastic about learning and students' lack of interest in learning, resulting in no creative character emerging in students. Curriculum analysis is carried out by first analyzing and determining core competencies, basic competencies, indicators of competency achievement, learning objectives, and material contained in teacher books and student books as a basis for preparing the learning media that will be developed. The making of this product is guided by the material in the PPKN lesson content, material for traditional games in class II elementary schools. Based on the results of interviews conducted at SD Negeri 4 Penarukan, it can be seen that there is a lack of facilities and infrastructure in the form of image media, learning media both from learning videos and from books used by teachers in the teaching and learning process. The lack of media used is a reference for the need to develop a digital module for PPKN content on traditional game material at SD Negeri 4 Penarukan. This digital module was developed based on practical aspects and effective aspects in its use.

The design stage of the digital module for PPKN content to improve the character of mutual cooperation was carried out by referring to the analysis stage that had been carried out previously. This stage starts with transferring the information obtained at the analysis stage into document form which will become the basis and objective of the digital module for PPKN content on traditional game material. The aim is to provide an overview and flow of the digital modules that will be developed. The complete digital module is attached in the attachment. The digital module developed contains flow stages, namely the cover, title of the learning video, name of the module creator, basic competencies and indicators of achievement of learning module competencies, flow of learning module materials used.

The development stage is carried out by designing and creating PPKN learning modules. The following is a picture of the Indonesian language learning module that has been designed, consisting of a cover, guide to using the module, table of contents, KI and KD, materials, summary, list of references. The implementation stage is carried out after the product has been created and is declared feasible, the next stage is the implementation of learning media. At this stage, the implementation of this learning media was applied in class to grade II elementary school students, at this stage implementation was attended by 3 students. To find out the practicality of the media. This evaluation stage is the final stage to evaluate the product that has been developed. At this stage, this assessment can be seen in the practical aspect of learning. The practical aspect can be seen from filling out the questionnaire.

Test the product that has been developed using a questionnaire whose validity has been tested. In the validity section of the digital module development results, the test results of media experts, material experts and practitioners will be explained. The end of this development product is a digital learning module to improve the character of mutual cooperation in the PPKN learning subject for class II elementary school students with traditional Balinese games. This learning media development product is submitted and then reviewed by experts to obtain results in the form of assessments and suggestions for the digital module learning media being developed. Below are presented the results of assessments from media experts on products that have been developed as shown in Table 7.

Table 7. Learning Media Expert Validity Results

No	Indicator	Respondent 1	Respondent 2
A. Format			
1	Letter size compatibility	4	5
2	Compatibility of digital module character layout	5	5
B. Visual			
3	Digital module quality	4	4
4	Attractive module writing display	4	4
5	Appropriateness of colors, writing and images on digital modules	4	5
C. Voice			
6	Heard clearly	5	5
7	Suitability of music to student character	5	5
D. Effective			
8	Effective use of digital modules	4	4
E. Practical			
9	Ease of use of digital modules	5	5
Total		40	42

Based on Table 7 the average score of R1 and R2 is 9.1, then look for the average score of respondent 1 and respondent 2 = $9.1 : 2 = 4.6$. After getting the average score from the media expert test, the results of the average score are then converted using a five scale conversion table with very good qualifications. Based on the 5 scale achievement level conversion table, the average score obtained from the media expert test results is 4.6 which is in the range of 4.00-5.00 with very good qualifications. The digital module development product to improve the character of mutual cooperation in the PPKN learning subject for class II elementary school students, the material for traditional Balinese games, was then assessed by learning material experts. Below are presented the results of the assessment from material experts on the products that have been developed as shown in Table 8.

Table 8. Learning Material Expert Validity Results

No	Indicator	Respondent 1	Respondent 2
A. Material/Content			
1	Conformity with basic competencies and indicators	4	4
2	Conformity of learning objectives with indicators	5	4
3	Presentation of material clearly and precisely	4	5
B. Language/Communication			
4	Appropriate use of language rules	4	4
5	Use language that is easy for students to understand	4	5
C. Presentation			
6	Confusion in the presentation of material	5	4
7	Interesting presentation of material	4	5
Total		30	31

Based on Table 8 the average score of R1 and R2 is 8.7, then look for the average score of respondent 1 and respondent 2 = $8.7 : 2 = 4.4$. After getting the average score from the material expert test, the results of the average score are then converted using a five scale conversion table. The five scale conversion table can be seen in table 3.7. Based on the conversion table for achievement level scale 5, the average score obtained from the material expert test results is 4.3. Digital module development product to improve the character of mutual cooperation in the PPKN learning subject for class II elementary school students with traditional Balinese game material, then assessed by practitioners. Below are presented the results of assessments from practitioners (teachers) regarding products that have been developed as shown in Table 9.

Table 9. Digital Module Practical Results (Teacher)

No	Indicator	Respondent 1	Respondent 2
A. Format			
1	Letter size compatibility	5	5
2	Compatibility of digital module character layout	5	5

No	Indicator	Respondent 1	Respondent 2
B. Visual			
3	Digital module quality	5	5
4	Interesting writing display	5	5
C. Voice			
5	Presented clearly	5	5
6	Suitability of music to student character	5	5
D. Effective			
7	Effective use of digital modules	5	5
E. Practical			
8	Ease of use of digital modules	5	5
F. Material/Content			
9	Conformity with basic competencies and indicators	5	5
10	Suitability of learning objectives is clear	5	5
11	Presentation of material clearly and precisely	5	5
Total		55	55

Based on Table 10, the average score of R1 and R2 is 10, then look for the average score of respondent 1 and respondent 2 = $10 : 2 = 5$. After getting the average score from the practitioner's trial, then the results of the average score converted using the five scale conversion table. The five scale conversion table can be seen in table 3.5. Based on the 5 scale achievement level conversion table, the average score obtained from the practitioner trial results is 5 which is in the range of 4.00-5.00 with very good qualifications. Furthermore, the results of the practicality of digital modules by 3 students in class II. Below are presented the results of assessments from practitioners (students) regarding the products that have been developed as shown in Table 11.

Table 11. Digital Module Practical Results (Students)

No	Indicator	Respondent 1	Respondent 2	Respondent 3
A. Format				
1	Letter size compatibility	5	5	5
2	Compatibility of digital module character layout	5	5	5
B. Visual				
3	Digital module quality	5	5	5
4	Interesting writing display	5	5	5
C. Voice				
5	Presented clearly	5	5	5
6	Suitability of music to student character	5	5	5
D. Effective				
7	Effective use of digital modules	5	5	5
E. Practical				
8	Ease of use of digital modules	5	5	5
F. Material/Content				
9	Conformity with basic competencies and indicators	5	5	5
10	Suitability of learning objectives is clear	5	5	5
11	Presentation of material clearly and precisely	5	5	5
Total		55	55	55

Based on Table 11, the average score of R1, R2, and R3 is 15, then look for the average score of respondent 1, respondent 2, and respondent 3 = $15 : 3 = 5$. After getting the average score from the practitioner (student) trial, then the results of the average score are converted using a five scale conversion table. The five scale conversion table can be seen in table 3.5. Based on the 5 scale achievement level conversion table, the average score obtained from the results of practitioner (student) trials is 5 which is in the range of 4.00-5.00 with very good qualifications. The results of the validity of research on the development of digital modules for traditional Balinese games according to tests by experts/media experts, materials and practitioners can be seen in Table 12.

Table 12. Average Score of Validity and Practicality Results of Digital Modules

No	Test Subjects	Average Score	Qualification
1.	Learning Media Expert Test	4.6	Very good
2.	Test Learning Material Experts	4.4	Very good
3.	Practicality Level Test	5	Very good

Based on Table 12 shows that the average score of the validity results of digital module development research according to media expert test subjects is 4.6, material experts 4.4, and practitioners 5. Based on the results obtained from media, material and practitioner expert tests, these results can then be converted into 5 scale conversion table whose overall average is qualified as very good. So it can be concluded that the development of the Digital Module for Traditional Balinese Games is suitable for use.

Discussion

First, this development research produces teaching materials in the form of digital modules of traditional Balinese games on PPKN material for the mutual cooperation character of elementary school students. Children's character must also be developed in accordance with the child's talents and interests because children will easily understand character values through learning activities that they like and also become their talents (Nuswantari, 2018; Sutrisno & Murdiono, 2017). Previous research shows that there is an influence of the use of creative movement and role playing on children's spatial abilities, apart from that the spatial abilities of children who use creative movement are higher than those who use role playing (Bachtiar, 2018). Character education is defined as education that develops character values in students, so that they have character values as positive personal characteristics, and apply these values in their lives which is generally able to reduce crime rates and in particular is able to reduce children's aggressiveness (Hava, 2019; Rohmah & Bukhori, 2020). There is an interaction effect between creative play methods and character on children's spatial abilities.

This digital module has its own characteristics compared to other digital modules, because this module is equipped with videos, images in the digital module, there are traditional Balinese games, pictures of interesting traditional games. The advantage of digital modules that combine interesting pictures and learning videos is that they create a new atmosphere in the teaching and learning process with PPKN lesson content to make it easier for teachers to teach and students to understand the material better so that the learning process will be more fun and meaningful (Aprilliyah, 2014; Wijayanti et al., 2016). This is supported by the results of previous research. With the existence of interactive digital modules, the learning process will involve audio-visual displays, etc. and the use of the program is easy to understand so it can be used as a good learning medium (Pratiwi & Indana, 2022).

Learning using digital modules will really help teachers in teaching or delivering material in subjects, one of which is PPKN lessons. The structure of digital module teaching materials consists of seven components, namely: title, study instructions, basic competencies or main material, supporting information, exercises, tasks or work steps, and assessment (Kuncahyono, 2018b; Winatha et al., 2018). The advantage of this digital module compared to printed teaching materials is that it contains images, videos, animations and other features that can be used and played back by participants, and digital modules can be used and accessed anytime and anywhere.

Electronic modules that are linked to children's cognitive development can interpret real or abstract events or things in the surrounding environment. Digital modules are said to have innovative elements because they contain and use teaching materials that are complete, interesting, interactive, and have good cognitive functions that are very suitable for students. The use of this digital module is in line with current curriculum developments that apply or are used in Indonesia because this digital module emphasizes a student-centered learning process (Aprilliyah, 2014; Nana, 2020). Digital modules can help teachers guide students.

Learning through practice can help students understand the material explained by the teacher. Students will better understand the material from concrete to abstract. Edgar Dale's cone of experience theory which describes students' learning experiences based on the learning media that will be used. The media that provides the greatest learning experience is at the very base of the cone, down to the tip of the cone which provides learning experiences that tend to be small and still abstract (Astutik et al., 2021; Zumrotun & Attalina, 2020). Previous research on improving cognitive abilities through the application of experimental methods using loose parts media in group B children showed that there was a significant increase in cognitive abilities through the application of experimental methods using loose parts media (Afrianti et al., 2018; Bidayah, 2019).

This research is supported by research which states that according to material and physical education experts the development of traditional game models that are structured very well and effectively,

so it can be concluded that the game model is suitable for use for physical education learning for upper class students (Munawaroh, 2017). Apart from that, according to research which states that the quality of the module and the validity test results are very good, so that the traditional game module has an effect on the tolerant character of children (Notodiharjo & Supriyoko, 2019).

The implication of this research is that there is an electronic digital module for traditional Balinese games in class II elementary schools with very good qualifications. This digital module can be used in the learning process on PPKN content. To make the teaching and learning process more effective, what teachers must do is know the needs and characteristics of their students. Digital modules can be used as a communication tool in the learning process to create an interesting, active and creative learning process, and the existence of digital modules can improve the character of mutual cooperation in class II elementary school students. With this digital module, it can facilitate students in the learning process so that students' cooperative character will increase optimally. The limitations of developing digital modules for traditional Balinese learning are limited to PPKN learning content for class II students at SD Negeri 4 Penarukan. The solution to develop this media is not only limited to PPKN subjects, but can be used in all subjects and grade levels by updating digital modules.

4. CONCLUSION

Based on the results of the research that has been carried out, it is concluded that the digital module for traditional Balinese games improves the mutual cooperation character of students in PPKN class II elementary school subjects through the use of digital modules to provide a deeper understanding of the traditional Balinese game material for PPKN lesson content. So that the resulting module is suitable for use in assessing and improving the mutual cooperation character of class II elementary school students. Test the level of practicality digital module for students' mutual cooperation character in the PPKN subject, material for traditional Balinese games in class II elementary schools, which can be determined using the questionnaire/questionnaire method. Results of the level of practicality digital module From the overall practitioner/teacher assessment, the practicality level results are qualified as very practical or do not need to be revised. So the digital module is effective in improving students' mutual cooperation character in PPKN subjects for class II elementary school students.

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