

Local Wisdom of Ngubat Padi: Implementation of E-Modules on Tolerance Characters

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ABSTRAK

Pada umumnya, di sekolah dasar belum ada yang menerapkan pembelajaran menggunakan modul elektronik berbasis kearifan lokal. Penelitian ini bertujuan untuk menganalisis dampak penggunaan modul elektronik berbasis kearifan lokal terhadap karakter toleransi siswa. Penelitian ini dilakukan dengan metode penelitian menggunakan penelitian kuantitatif asosiatif, yang bertujuan untuk melihat hubungan antar variabel. Sampel dalam penelitian ini adalah 29 siswa kelas V, yang ditentukan dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan menggunakan instrumen berupa kuesioner. Validasi modul elektronik merupakan validasi dari beberapa ahli yaitu ahli bahasa, ahli materi, ahli media dan ahli praktisi. Teknik analisis data yang digunakan dalam penelitian ini adalah metode analisis data statistik deskriptif dan statistik inferensial. Hasil penelitian yaitu korelasi antara kedua indikator karakter toleransi dengan respon siswa adalah 0,790. Hubungan antara kedua indikator tersebut kuat, dengan nilai probabilitas $0,000 < 0,005$. Disimpulkan bahwa terdapat hubungan antara indikator karakter toleransi dengan respon siswa terhadap penerapan modul elektronik berbasis kearifan lokal Ngubat Padi. Selain itu respon siswa terhadap modul elektronik mendapatkan hasil dengan kategori baik sehingga dapat membentuk karakter toleransi siswa.

ABSTRACT

In elementary schools, no one has implemented learning using electronic modules based on local wisdom. This study aims to analyze the impact of using electronic modules based on local knowledge on the character of students' tolerance. This research was conducted using quantitative associative analysis, which aims to see the relationship between variables. The sample in this study was 29 students of class V, which was determined using purposive sampling. Data was collected using an instrument in the form of a questionnaire. Electronic module validation is the validation of several experts, namely linguists, material experts, media experts, and expert practitioners. The data analysis technique used in this research is descriptive statistical data analysis method and inferential statistics. The result of this research is that the correlation between the two indicators of tolerance character and student response is 0.790. The relationship between the two indicators is strong, with a probability value of $0.000 < 0.005$. It was concluded that there was a relationship between the indicators of tolerance character and student responses to the application of electronic modules based on Ngubat Padi's local wisdom. In addition, students' answers to the electronic module get results in a suitable category to form students' tolerance character.

1. INTRODUCTION

Education in Indonesia is all education held in Indonesia, whether structured or unstructured. Education is a conscious, planned, patterned, and evaluable effort made by educators to grow and develop the potential that exists in students (Annisa, 2019; Setyani et al., 2021). Education is closely related to character, if education is successful it can improve student character (Cicilia & Nursalim, 2019; Santosa & Andrian, 2021). Advanced education will have an effect on the progress of a country, advanced education is also seen from its technological progress (Fathul Amin, 2019; Hulukati & Rahmi, 2020; Samsuri & Marzuki, 2016). The development of technology has brought education in a more advanced direction. The

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development of technology in Indonesia has an impact on the world of education. The very rapid advancement of technology today is a form of advancement in the world of education (Nursyam, 2019; Sri Cahya Dewi & Suyanta, 2019). The digital era is said to be a time that is turned on by educational technology with facilities that can improve performance in managing resources (Kivunja, 2015; Nikshad et al., 2021; Ying et al., 2021). ICT in education is able to help teachers and students in classroom learning to be more attractive (Chang et al., 2021; Chin & Wang, 2021; Konstantinidou & Scherer, 2022). Therefore, education cannot be separated from technology, but even though technology is developing very quickly, we must be wise in using it (AlAjmi, 2022; Hoyles et al., 2013; Thomassen et al., 2020). So, a teacher must master the development of ICT so that learning is not monotonous and more varied, one of which is that a teacher can create learning modules by utilizing technological developments.

Learning modules are additional teaching materials that can assist teachers in delivering material. A module is a teaching material that allows students to study it independently (Mauliana et al., 2022; McNamara et al., 2020; Neppala et al., 2018). The material can be conveyed coherently if using modules, but with the advancement of ICT, the printed module must be replaced with an electronic module to make it more varied and easily accessible anywhere (Asrial et al., 2020; W. L. Nisa et al., 2020; Sofyan, Anggereini, et al., 2019). However, because it is done online, it requires students to be more aware of technology in order to be able to take part in this varied learning (Aufa et al., 2021; Subarkah et al., 2021). Therefore, a teacher and students must master the latest technology so that learning in class can be enjoyed by students with pleasure. However, in its application, the use of electronic modules based on local wisdom still has obstacles. Making teaching materials that do not vary makes students more bored (Hamzah & Mentari, 2017)(Astalini et al., 2019). Another obstacle in its application is that not all students master technology if learning is carried out independently (Asrial et al., 2020; Darwis et al., 2020). The application of electronic modules based on local wisdom is also constrained by the lack of interest in studying them because they have been contaminated with western culture (Ahsani & Azizah, 2021; Asriansyah, 2018). It is from these obstacles that a teacher must master the class with various strategies, because if this is successful it will help improve the character of students who have faded.

Local wisdom is important to maintain in schools and interact directly with most students. Local wisdom in the world of education has not been optimally utilized, even though it plays a major role in fostering student character (Darmayenti et al., 2021; Sofyan, Anggereini, et al., 2019; Sulaiman et al., 2020). Multicultural education is very important for students because it contains values that come from society (Fitrahayunitisna & Zulvarina, 2017; Hartini, S. et al., 2018). Character education is the development of students to continue to behave well in accordance with the traditional goals of formal education which are taken from local wisdom (Agusman et al., 2018; Jufrida et al., 2019; Sofyan, Anggrereneini, et al., 2019). Character education is needed at every level of education (Murti, D et al., 2020; Suastra et al., 2017; Sumardjoko & Musyiam, 2018). By knowing local wisdom, the teacher can help find the fading personality of students, one of which is the character of student tolerance.

The use of electronic modules based on local wisdom can foster students' tolerance character. In its application, electronic modules can help students learn more enthusiastically, because there is something new in learning activities (Asrial et al., 2021; Matsun et al., 2019; Sofyan, Anggereini, et al., 2019). After using local wisdom-based electronic modules, students can compete with the outside world because they can change students' perspectives and understand using ICT faster (Dewi et al., 2020; Syahril et al., 2021). With the changes that have occurred after using an electronic module based on local wisdom, it also makes students' sense of tolerance grow between each other (Asrial et al., 2020; A. Nisa et al., 2015). Therefore, the application of local wisdom-based electronic modules is highly recommended in learning. This study aims to analyze the relationship between the application of electronic modules based on local wisdom of ngubat padi to the character of tolerance.

2. METHOD

This study uses quantitative research methods. Quantitative research methods can be interpreted as research methods used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing established hypotheses. The research design used associative quantitative. The design taken by the researcher is a correlational design. In this study the population used in this study were all students of SDN 64/I Muara Bulian. While the samples used in this study were all fifth grade students of SDN 64/I Muara Bulian. Sampling technique is a sampling technique used to determine the sample to be used in research. In this study the sampling technique used is purposive sampling. This sampling technique was chosen because in this study there are certain criteria to be studied, where all students of SDN 64/I Muara Bulian are 356 students and the criteria taken in this study are fifth grade students at the school. The research was conducted using quantitative

data obtained through the provision of questionnaires and conducting interviews. The questionnaire used is a tolerance character questionnaire that contains a grid of indicators (1) being open in studying the beliefs and views of others and (2) showing a positive attitude to accept something new. Table 1 is a table of tolerance character questionnaire grids. While the interview was conducted by means of a structure interview, where the questions had been prepared in advance before conducting the interview.

Table 1. Tolerance Character Questionnaire Grid

| No | Tolerance Character Indicator | Problem Items | Number of Questions |
|----|--|--|---------------------|
| 1 | Be open to learning about the beliefs and views of others. | 1,2,4,7,8,10,14,16,17,19, 20,22,25,27,30. | 15 |
| 2 | Show a positive attitude to accept something new. | 3,5,6,9,11,12,13,15, 18,21,23,24,26,28,29. | 15 |

The dimensions of the students' attitude of tolerance of the students studied were 2 indicators, namely those which have been described in the table above. The tolerance attitude of students in this study used a Likert scale. Likert scale with the type of scale always (SL), often (SR), neutral (N), never (P), and never (TP). Each positive item in the instrument has a value: SL = 5, SR = 4, N = 3, P = 2, and TP = 1. The score is reversed for negative items. This questionnaire data was given to the fifth grade students of SDN 64/1 Muara Bulian. The following are the categories of student tolerance characters, namely never, never, rarely, often and always, as shown in Table 2.

Table 2. Category of Student Tolerance Character

| Category | Interval Tolerance Character | |
|----------|------------------------------|-------------|
| | Indicator 1 | Indicator 2 |
| Never | 55-58 | 56-59 |
| Ever | 59-62 | 60-63 |
| Rarely | 63-66 | 64-67 |
| Often | 67-70 | 68-71 |
| Always | 71-74 | 72-75 |

The student's response to the electronic module was measured using a questionnaire with a Likert scale. The following is a lattice Table of student responses to the electronic module questionnaire in Table 3.

Table 3. Student Response Questionnaire

| Indicator | Question | Number of Questions |
|----------------|--|---------------------|
| 1 Theory | The suitability of the material with the theme book | 2 |
| | The suitability of the material with student interests | 2 |
| 2 Language | Interesting language used | 2 |
| | The language used is polite | 2 |
| 3 Practicality | According to the characteristics of students | 2 |
| | Ease of use of the module | 2 |
| 4 Media | Have charm | 2 |
| | Not boring | 1 |

Electronic module validation is the validation of several experts, namely linguists, material experts, media experts and expert practitioners. The four experts went through the stage of filling out the validation sheet which was sourced from the modified BSNP 2016 source. The instrument for assessing the validity of the electronic module based on local wisdom was compiled in the form of a Likert scale with positive statements. The validation score becomes a value with a range of 0-100. The data analysis method used in this research is descriptive statistical data analysis method and inferential statistics. Inferential statistics used are assumption test and hypothesis test. The assumption test used is the normality test and linearity test, while the hypothesis test used is the correlation test. The normality test used in this study is Kolmogorov Smirnov, with the criteria that if Kolmogorov Smirnov is significant < 0.05 then the data is not normal, otherwise if Kolmogorov Smirnov is significant > 0.05. The linearity test is said to be linear if the linearity test results have a significance value of more than 0.05, if the linearity test results are less than 0.05, then the data is not linear. Meanwhile, to test the hypothesis, it can be said to have a correlation if the sig value is <0.05.

3. RESULT AND DISCUSSION

Result

The application of the electronic module based on the local wisdom of ngubat padi has been validated by several material experts and media experts with the results obtained are 61-80% with a feasible category. Therefore, electronic modules based on local wisdom of ngubat padi can be applied in learning as teaching materials and can form the character of tolerance in students. From data analysis, it can be seen that the student responses showed the results of the data, namely 3.45% (1 of 29 students) indicating a very bad category, 13.79% (4 of 29 students) with a bad category, 17.24% (5 of 29 students), 41.38 (12 of 29 students) in the good category and 24.14% (7 of 29 students) in the very good category. While the mean value is 68.02, maximum 74, and minimum 55. These results indicate that the application of the electronic module based on local wisdom of ngubat padi has a positive value as seen from the results of data analysis that 41.38% of students or 12 of the total 29 students are in good category.

Based on the results of data analysis, the character of tolerance in students shows the results of the assessment of open indicators in studying beliefs and views of others. The character of tolerance of students with the results of the data shows that: the category of student character is never as much as 6.89% (2 of 29 students), students with ever category as many as 10.34% (3 out of 29 students), students with rare category as much as 24.13% (7 of 29 students), students with frequent category as many as 27.59% (8 out of 29 students) and students with always category as much as 31.03% (9 out of 29 students). Meanwhile, based on the character scale from the results of the data above, it shows that the data obtained is a mean value of 67.12, a maximum of 74, and a minimum of 55. These results indicate that the character of tolerance in students shows the results of an open indicator assessment in studying beliefs and views of others. towards science on the indicator of interest in increasing science learning time shows a positive attitude to science and seen from the results of data analysis that 31.03% of students or 9 of a total of 29 students are in the always category.

The results of interviews that have been conducted with students who get the results that students are able to apply the character of tolerance with others. Attitudes that show that they are happy to accept differences, even though finding differences never do not address those differences. This is an example of the attitude of tolerance that exists in students after the implementation of an electronic module based on local wisdom of rice cultivation in elementary schools. Based on the results of data analysis, the character of tolerance in students shows the results of the indicator assessment showing a positive attitude to accept something new. The character of student tolerance with the results of the data shows that: the category of student character has never been as much as 10.34% (3 of 29 students), students with the never category as many as 3.45% (1 out of 29 students), students in the rare category as many as 31.03% (7 out of 29 students), students in the frequent category as many as 41.38% (14 out of 29 students) and students in the always category as much as 31.03% (4 of 29 students). Meanwhile, based on the character scale from the results of the data above, it shows that the data obtained is a mean value of 70.41, a maximum of 73, and a minimum of 56. These results indicate the character of tolerance in students showing the results of the assessment of indicators showing a positive attitude to accept something new. from the results of data analysis that 41.38% of students or 14 of a total of 29 students in the frequent category. Interviews that have been conducted with students show that students enjoy learning to use electronic modules based on local wisdom of ngubat padi and get a good response because students have a tolerance character in themselves which is characterized by being able to appreciate existing differences.

Table 4. Normality Test of Tolerance Character with Response

| | Statistic | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 29 |
| Normal Parameters ^{a,b} | Mean | 0E-7 |
| | Std. Deviation | 2.55568884 |
| Most Extreme Differences | Absolute | 0.251 |
| | Positive | 0.251 |
| | Negative | -0.198 |
| Kolmogorov-Smirnov Z | | 1.350 |
| Asymp. Sig. (2-tailed) | | 0.052 |

In Table 4, the results of the normality test carried out in class V SD Negeri 64/I Muara Bulian are obtained on the application of electronic modules to see student responses and student tolerance characters. Normality test can be said to be normal if the value of sig > 0.05. To test the normality of the data used the Kolmogorov-Smirnov statistical test with a significance value of 0.05 with the hypothesis H0 =

sample comes from a population that has a normal distribution, H1 = sample comes from a population that does not have a normal distribution. From the processed data, it can be seen that the application of the electronic module based on local wisdom has a sig value of 0.052 so it can be said to be normal. The following is also a linearity test on the data as shown in Table 5.

Table 5. Linearity Test of Tolerance Character with Response

| Statistic | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------------------|--------------------------|----------------|-----------|-------------|---------|-------|
| respon * karakter | (Combined) | 558.445 | 13 | 42.957 | 48.027 | 0.121 |
| | Between Groups | 388.979 | 1 | 388.979 | 434.883 | 0.341 |
| | Deviation from Linearity | 169.467 | 12 | 14.122 | 15.789 | 0.126 |
| | Within Groups | 13.417 | 15 | 0.894 | | |
| Total | | 571.862 | 28 | | | |

From the Table 5, it can be seen that the significant value resulted from the linearity test. From the data above the sig value > 0.05, the data is said to be linear. The linearity value is 0.341, it means that the existing data is linear, because the sig value is > 0.05. The following are the results of hypothesis testing using SPSS 17 from questionnaire data for each indicator on the character of students' tolerance for student responses using electronic modules, which can be seen from the Table 6.

Table 6. Correlation Results of Character Tolerance Indicators and Student Responses

| Statistic | character | Respon |
|-----------|---------------------|--------|
| Karakter | Pearson Correlation | 1 |
| | Sig. (2-tailed) | 0.790 |
| | N | 29 |
| Respon | Pearson Correlation | 0.790 |
| | Sig. (2-tailed) | 1 |
| | N | 29 |

The correlation between the two indicators of tolerance character and student response is 0.790. The relationship between the two indicators is strong, with a probability value of 0.000 < 0.005 so it can be concluded that both indicators are significant. It can be concluded that there is a relationship between the tolerance character indicator and the student's response to the application of an electronic module based on Ngubat Padi local wisdom with an R value of 0.790 and a positive value.

Discussion

Based on the results of the student response questionnaire to this electronic module, it can be concluded that the quality of the electronic module technically gets a good category and thus the electronic module is feasible to be used as a learning resource in learning. It is also supported by the results of interviews conducted that the indicator of tolerance character is dominantly good. Students' positive attitudes towards tolerance, especially on open indicators in studying the beliefs and views of others character (Darmayenti et al., 2021; Sofyan, Anggereini, et al., 2019; Sulaiman et al., 2020). In the interview, they can accept the differences between each other. Especially accepting the different beliefs and views of others on something. When learning takes place, it can be seen from the student's response to his friends who have different opinions from each other, they can accept the difference. Even those differences can unite them when working in groups. To build group cooperation, there are several things that need to be done, among others, building mutual trust, mutual understanding, openness, honesty and courage, building communication, self-realization, motivation, interdependence and so on (Rosala & Budiman, 2020; Sari et al., 2020; Widiyasanti et al., 2018). Students enjoy participating in electronic module learning based on local wisdom (Fisnani et al., 2020; Matsun et al., 2019; Puspoko Jati et al., 2019). They accept the differences in traditions between each other. Therefore, they follow the lesson with pleasure. It was also seen when the learning took place that the students looked very enthusiastic to learn it, because this was something new for them.

The use of electronic modules is very effective in increasing students' learning motivation, besides that it is also effective for improving student learning outcomes, as well as critical thinking skills (Asrial et

al., 2021; Mauliana et al., 2022; Syahrial et al., 2021). Therefore, the application of electronic modules is recommended to be applied as additional teaching materials at the elementary school level because in addition to being practical, effective, and increasing student learning motivation (Asrial et al., 2020; Herawati & Muhtadi, 2018; W. L. Nisa et al., 2020). Electronic modules can also improve learning outcomes much better than using printed books or themes alone because they can increase the level of student learning outcomes (Aufa et al., 2021; Hamzah & Mentari, 2017). In this study, the electronic module was used to see the relationship between the response and the student's tolerance character when the electronic module was applied.

In a previous study, examined the analysis of electronic modules on the critical thinking skills (Astalini et al., 2019; Fisanani et al., 2020). Judging from the research, it can be concluded that no one has researched the electronic module to see the character of students (Darmayasa et al., 2018; Sitorus et al., 2019). Therefore, the position of this research is to complement previous research on electronic modules to develop students' tolerance character. The novelty in this study is the variable under study, namely the character under study is the character of tolerance and has two indicators to be studied. Whereas in previous studies only examined character education in elementary schools in general. This electronic module combines the local wisdom of the Tebo Regency and adapts it to the 2013 curriculum applied in elementary schools. Electronic modules can be used as teaching aids, and their use is still in accordance with government books and student books. In this study, it was limited to being implemented in class V, theme 8, sub-theme 1 and learning 3 at SD 64/I Muara Bulian. Therefore, the researcher hopes that readers, especially elementary school teachers, can use the electronic module that was developed as an alternative to 5th grade elementary school learning textbooks with a focus on theme 8, subtheme 1, learning 3 in other elementary schools. The electronic module based on local wisdom is not only to see the character of tolerance but also to see the religious character of students.

4. CONCLUSION

The application of electronic modules based on local wisdom of ngubat padi using the kvisoft flipbook maker application can be an alternative to new teaching materials and can shape the character of tolerance in students. Student responses to the electronic module got good results. Therefore, in the future it is hoped that teachers will be able to apply electronic modules based on local wisdom in learning. Because in addition to helping learning, this can also shape the character of students' tolerance for the future.

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