

The Influence of Tarompa E-Module on Peace-Loving Characters

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ABSTRAK

Karakter cinta damai berperan penting dalam membantu anak mengembangkan kepribadian unggul. E-modul dapat menarik perhatian siswa dan membuat pembelajaran menjadi menyenangkan. Hal ini dapat membantu anak dalam mengembangkan kepribadian yang unggul. Tujuan dari penelitian ini adalah menganalisis penggunaan e-modul Tarompa terhadap karakter cinta damai siswa dan mengetahui apakah ada pengaruh dan perbandingan penggunaan e-modul dengan karakter cinta damai di sekolah dasar. Penelitian ini menggunakan penelitian kuantitatif dengan membandingkan 4 sekolah dengan jumlah siswa 68 orang. Penelitian ini menggunakan instrumen kuesioner. Teknik analisis data yang digunakan adalah uji statistik deskriptif dan uji inferensial berupa uji asumsi dan hipotesis. Hasil dari penelitian ini adalah ada perbandingan dan ada pengaruh penggunaan e-module tarompa terhadap karakter cinta damai siswa sekolah dasar. Hasil penelitian ini dapat dijadikan sebagai sumber ajar untuk membantu siswa belajar tentang ragam kearifan lokal Tarompa. Rekomendasi penelitian adalah menggunakan modul elektronik berbasis kearifan lokal Tarompa yang dapat digunakan untuk mengajarkan karakter lain

ABSTRACT

Peace-loving character plays an important role in helping children develop a superior personality. E-modules can draw students' attention and making learning enjoyable. This can helping children in develop a superior personality. The purpose of this study was to analyse the use of the Tarompa e-module on students' peace-loving characters and to find out whether there is influence and comparison in the use of the e-module with peace-loving characters in elementary schools. This study used quantitative research by comparing 4 schools with a total of 68 students. This study is use questionnaire instrument. The data analysis technique used is descriptive statistical test and inferential test in the form of assumption and hypothesis testing. The results of this study are that there is a comparison and there is an effect of using the tarompa e-module on the peace-loving character of elementary students. The results of this study can be used as teaching resources to help students learn about the variety of Tarompa local wisdom. The research recommendation is to use an electronic module based on Tarompa local wisdom which can be used to teach other characters.

1. INTRODUCTION

As time goes by, technology develops more and more rapidly. The rapid advancement of technology presents a challenge for the Indonesian government in integrating technology into all aspects of life, including education (Agustina et al., 2019; Aliyyah et al., 2020; Sopacua et al., 2020). Technology really helps everyone in the field of education (Alammery et al., 2019; Chen & Tsai, 2021; Kaden, 2020). One of them is the electronic module. Electronic modules are learning media in which technology is implemented to facilitate learning (Cloonan & Fingeret, 2020; Martin et al., 2019; Pedro et al., 2019). Technology use is required to enhance learning for higher education. To advance the field of education, more technology that supports learning will be required (Hamid et al., 2021; Huda et al., 2019; Jang et al., 2021). The younger generation may be encouraged by electronic modules to use learning resources that are no longer teacher-centered, like using technology (Darmaji et al., 2023; Prafitasari et al., 2021;

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Ramadhani & Fitri, 2020). The benefits of using e-modules as teaching materials can make it easier for teachers to introduce, teach, and instill concepts to students (Fahmi et al., 2021; Tohara, 2021). E-modules can be integrated with the values of character education (Ambarwati et al., 2020; Anwar et al., 2021; Sitorus et al., 2019). Character education is one of the efforts made in the educational process to shape individual attitudes and morals. Many characters can be integrated in learning, one of which is a peace-loving character. Character is an attitude that causes other people to feel happy and safe in their presence (Karliani & Triyani, 2021; Pradana et al., 2021; F. I. Putri et al., 2022). Indicators of peace-loving character are: attitudes, words, and actions that cause others to feel happy and secure in their presence. This character will create calm in students, so that they are able to control their emotions (Ariani et al., 2022; Ikhwan et al., 2020). This character is very important to instill in students so that it can prevent frequent fights (Dewia & Alam, 2020; Marsakha et al., 2021). All those involved in the educational process in schools must continuously instill and practice the values of a peace-loving character (Jamaludin et al., 2022; Saputro & Murdiono, 2020; Wadu et al., 2021). More importantly, when using this character, the teacher must be able to be a role model. It will be difficult to achieve the desired result if there is no role model for the teacher, regardless of how well the character is formed in the educational context.

Cases of violence and crime will be higher if children are not given to hide peace-loving character education (Watts & Kristjánsson, 2023; Yaumi, 2016). In this case, it is possible that a child will like to fight, disturb other people, have a grudge against other people, be unable to control his emotions when the child experiences something the child does not expect. Therefore, it can be realized from the problems that occur that there is a need for efforts in fostering a peace-loving character, such as providing exemplary examples to students so that they are able to implement them in everyday life. Educators can also give a compassionate advice to students to behave well. And educators are able to create a happy and comfortable classroom atmosphere (Han et al., 2022; Rantesalu, 2020). Of course, every child has a different character. Therefore, forming a child's character whether it is successful or not is indeed influenced by the family, school and community environment (Hermino & Arifin, 2020; D. P. Putri, 2018). One way that can be done to instill a peace-loving character is the use of e-modules that are integrated with local wisdom. E-modules can draw students' attention, according to prior research, making learning enjoyable (Rasmussen et al., 2020; Yaniawati et al., 2021). To help students better understand the material presented, this e-module was created using the theory of creating teaching materials. This study differs from other studies in that it examines the connection between electronic modules and peaceful characters, as opposed to other development research studies. This study aims to analyze students' attitudes toward peace after implementing an electronic module based on Tarompa traditional knowledge. Given that the character loves peace very much important, therefore the researcher has the intention to help students in their academic endeavors and so that students can also get to know more about existing local wisdom.

2. METHOD

This type of research uses quantitative research by comparing 4 schools with 17 students per class. So the total number of students is 68 students. The approach in this study was the instrument in this study used a type of questionnaire instrument. Where the questionnaire used consisted of a tarompa e-module use questionnaire on peace-loving characters. There are 17 valid statement items on this instrument using a Likert scale. The scale consists of 5 points with a very appropriate score of 5, appropriate is 4, sufficient is 3, less appropriate is 2, and in appropriate is 1. Each statement is representative of each peace-loving character indicator. The focus of this research is on 3 indicators of peace-loving character, namely attitudes, words, and actions that cause others to feel happy and secure in their presence. The lattice of the instrument using the tarompa e-module for the character of loving peace is show in Table 1.

Table 1. The Lattice Of The Instrument Using The Tarompa E-Module On The Character Of Loving Peace

Variable	Indicator
Peace loving character	Attitude
	Word
	Action

Because the peace-loving character questionnaire uses a Likert scale which consists of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table

below. The description of the category of using the Tarompa e-module for the peace-loving character of students using it is as show in Table 2.

Table 2. Categories Of The Use Of The Tarompa E-Module For Peace-Loving Characters

Category	Variable intervals/Indicators Peace loving character		
	Attitude	Word	Action
Very not good	9.0-16.2	9.0-16.2	8.0-14.4
not good	16.3-23.4	16.3-23.4	14.5-20.8
Enough	23.5-30.6	23.5-30.6	20.9-27.2
good	30.7-37.8	30.7-37.8	27.3-33.6
very good	37.9-45.0	37.9-45.0	33.7-40.0

The research sample population is the research subject whose characteristics will be examined and other things that will be needed in a study. The population of this study was 68 students consisting of 17 students at SD 34 Batanghari, 17 students at SDN 64 Muara Bulian, 17 students at SD 14 Sungai Baung, and 17 students at SD 80 Muara Bulian. The sampling technique is total sampling. The data analysis technique used is descriptive statistical test and inferential test in the form of assumption and hypothesis testing. Three test, the normality test, the linearity test, and the homogeneity test, were run as part of the assumption test. To ascertain whether the data is normally distributed, use the normality test. The purpose of the linearity test is to determine whether or not there is a linear relationship between the two variables (Flatt & Jacobs, 2019; Raza et al., 2020). The homogeneous test is used to determine whether the variance is the same across different groups of research data (Kim & Park, 2019; Supena et al., 2021). Then use a T test and a regression test to validate the hypothesis. The T test is used to compare environmental care character traits across each school. Following the analysis of variance test, the regression test is used to ascertain the impact of two variables. The research procedure is show in Figure 1.



Figure 1. Research Procedure

3. RESULT AND DISCUSSION

Result

Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally. The results of the peace-loving character variable as an indicator of energy utilization. On peace-loving character variables: attitudes, words, and actions that cause others to feel happy and secure in their presence. Where are the results obtained from distributing questionnaires at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. The description of the peace-loving character variable for the attitude indicator is shown in Table 3.

Table 3. Description Of The Use Of The Tarompa E-Module On The Character Of Peace-Loving Attitude Indicators

School	Categories	Range	F	%	Means	Median	Min	Max
SD 34 Batanghari	Not Very Good	9.0-16.2	0	0	30	30	10	43
	Not Good	16.3-23.4	3	16.50				
	Enough	23.5-30.6	4	23.30				
	good	30.7-37.8	5	30.10				
	Very Good	37.9-45.0	5	30.10				
SD 14 Sungai Baung	Not Very Good	9.0-16.2	0	0	39	40	10	45
	Not Good	16.3-23.4	2	9.70				
	Enough	23.5-30.6	5	30.10				
	good	30.7-37.8	8	50.50				

School	Categories	Range	F	%	Means	Median	Min	Max
SDN 64 Muara Bulian	Very Good	37.9-45.0	2	9.70	30	36	9	41
	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	3	16.50				
	Enough good	23.5-30.6	8	50.50				
SD 80 Muara Bulian	Enough good	30.7-37.8	4	23.30	30.5	30	9	42
	Very Good	37.9-45.0	2	9.70				
	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	4	23.30				
	Enough good	23.5-30.6	4	23.30				
	Enough good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	5	30.10				

Base on Table 3, show the result of description of the use of the tarompa e-module on the character of peace-loving attitude indicators in SD 34 Batanghari the mean score is 30 same as median. In SD 14 Sungai Baung the mean score is 39 and the median found 40. Then in SDN 64 Muara Bulian mean score is 30 and median score is 36 meanwhile in SD 80 Muara Bulian found mean score is 30.5 and median is 30. Furthermore, the description of the peace-loving character variable with the action indicators with the results obtained is shown in the following Table 4.

Table 4. Description Of The Use Of The Tarompa E-Module On Peace-Loving Characters With Speech Indicators

School	Categories	Range	F	%	Means	Median	Min	Max
SD 34 Batanghari	Not Very Good	9.0-16.2	0	0	30	31	9	43
	Not Good	16.3-23.4	5	30.10				
	Enough	23.5-30.6	2	9.70				
	good	30.7-37.8	5	30.10				
	Very Good	37.9-45.0	5	30.10				
SD 14 Sungai Baung	Not Very Good	9.0-16.2	0	0	31	32	10	40
	Not Good	16.3-23.4	2	9.70				
	Enough	23.5-30.6	5	30.10				
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	6	36.90				
SDN 64 Muara Bulian	Not Very Good	9.0-16.2	0	0	39	40	10	44
	Not Good	16.3-23.4	2	9.70				
	Enough	23.5-30.6	8	50.50				
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	3	16.50				
SD 80 Muara Bulian	Not Very Good	9.0-16.2	0	0	30	30	9	41
	Not Good	16.3-23.4	4	23.30				
	Enough	23.5-30.6	4	23.30				
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	5	30.10				

Base on Table 4, show the result of description of the use of the tarompa e-module on the character of peace-loving with speech indicators in SD 34 Batanghari the mean score is 30 and median score is 31. In SD 14 Sungai Baung the mean score is 31 and the median found 32. Then in SDN 64 Muara Bulian mean score is 39 and median score is 40 meanwhile in SD 80 Muara Bulian found mean score is 30 and median is 30. The description of the peace-loving character variable with the action indicators with the results obtained is shown in the following Table 5.

Table 5. Description Of The Use Of The Tarompa E-Module For Peace-Loving Characters As Indicators Of Action

School	Categories	Range	F	%	Means	Median	Min	Max
SD 34 Batanghari	Not Very Good	8.0-14.4	0	0	31	32	11	42
	Not Good	14.5-20.8	0	0				
	Enough	20.9-27.2	8	47.15				

School	Categories	Range	F	%	Means	Median	Min	Max
SD 14 Sungai Baung	good	27.3-33.6	6	35.30	39	40	15	44
	Very Good	33.7-40.0	3	17.55				
	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	0	0				
	Enough	20.9-27.2	9	52.40				
SDN 64 Muara Bulian	good	27.3-33.6	5	29.10	32	34	12	39
	Very Good	33.7-40.0	3	17.55				
	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	4	23.30				
	Enough	20.9-27.2	4	23.30				
SD 80 Muara Bulian	good	27.3-33.6	4	23.30	32	35	9	43
	Very Good	33.7-40.0	5	30.10				
	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	3	17.55				
	Enough	20.9-27.2	6	35.85				

Base on Table 5, show the result of description of the use of the tarompa e-module on the character of peace-loving in action indicators in SD 34 Batanghari the mean score is 31 and median score is 32. In SD 14 Sungai Baung the mean score is 39 and the median found 40. Then in SDN 64 Muara Bulian mean score is 32 and median score is 34 meanwhile in SD 80 Muara Bulian found mean score is 32 and median is 35. The normality test for the use of the tarompa e-module for peace-loving characters at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian, is explained in Table 6.

Table 6. Normality Test Of The Use Of The Tarompa E-Module On Peace-Loving Characters

Variable	School	Kolmogorov-Smirnov		
		Statistics	Df	Sig.
Peace loving character	SD 34 Batanghari	087	17	0.200 *
	SDN 64 Muara Bulian	084	17	0.200
	SD 14 Sungai Baung	085	17	0.200
	SD 80 Muara Bulian	083	17	0.200 *

Base on Table 6 the result of normality test show sig. Score lower that 0,05 that means all the data is normal. The homogeneity test of the use of the tarompa e-module on peace-loving characters at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian is explained in Table 7.

Table 7. Homogeneity Test Of The Use Of The Tarompa E-Module On Peace-Loving Characters

Variable	School	N	Sig. (2-tailed)
Peace loving character	SD 34 Batanghari	17	0.037
	SDN 64 Muara Bulian	17	0.025
	SD 14 Sungai Baung	17	0.032
	SD 80 Muara Bulian	17	0.029

Base on Table 7 the result of homogeneity test show sig. Score lower that 0,05 that means all the data is homogen. The linearity test of the use of the tarompa e-module on peace-loving characters at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian is explained in Table 8.

Table 8. Linearity Test Of The Use Of The Tarompa E-Module On Peace-Loving Characters

Variable	School	N	Sig. (2-tailed)
Peace loving character	SD 34 Batanghari	17	0.034
	SDN 64 Muara Bulian	17	0.030
	SD 14 Sungai Baung	17	0.033
	SD 80 Muara Bulian	17	0.031

Base on Table 8 the result of linearity test show sig. Score lower that 0,05 that means all the data is linear. The T-test of the use of the tarompa e-module on peace-loving characters at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian is explained in Table 9.

Table 9. T-Test Of The Use Of The Tarompa E-Module On Peace-Loving Characters

School	Variable	Q	Df	Sig. (2-tailed)	Mean Differences
SD 34 Batanghari	peace loving character	16.143	17	0.024	65.55554
SDN 64 Muara Bulian	peace loving character	15.815	17	0.021	65.55554
SD 14 Sungai Baung	peace loving character	60.353	17	0.028	80.83332
SD 80 Muara Bulian	peace loving character	68.326	17	0.029	95.66666

Base on Table 9, the sig value is lower than 0.05 means that there is correlation between the use of the tarompa e-module on peace-loving characters. Regression test result is show in Table 10.

Table 10. Test Regression Hypothesis With ANOVA Peace-Loving Characters

Model	Sum of Squares	df	MeanSquare	F	Sig.
Regression	14.626	1	15.795	0.656	0.034 ^b
residual	262.268	26	14.692		
Total	273.333	27			

Base on Table 10, show the result of regression hypothesis there are any relation between peace-loving characters. Then the Table 11 is the result of the Regressive test with ANOVA from the response to the use of the tarompa e-module on the peace-loving character.

Table 11. Regressive Test Using ANOVA On The Response To The Use Of The Tarompa E-Module On Peace-Loving Characters

R	R Square	Adjusted R Square	std. Error of the Estimate
0.328 a	0.064	0.03	4.12017

Base on Table 11, regressive test using ANOVA the R square is 0.064 means that the relation is 64%. The result of regression test of peace-loving character and environmental care character is show in Table 12.

Table 12. Test Regression The Use of E-Modules on Peace-Loving Characters

	Unstandardized Coefficients		Standardized Coefficients		Q	Sig.
	B	std. Error	Betas			
e-module >> peace-loving character	69.540	12.667			4.342	0.02

Discussion

Students' reactions to the use of electronic modules were extremely positive because they learned something new from their prior knowledge and had new experiences. Students will experience learning through engaging modules (Handayani et al., 2021; Neppala et al., 2018). Students responded to this e-module with an extremely high level of responses, including intense curiosity, enthusiasm for learning, and increased focus on the information presented. Using electronic modules based on local wisdom to develop elementary school students' sense of peace is one application for character education. The importance of character education in education is especially important in elementary schools because students' personalities are emphasized there and are thought to be the main pillars of Indonesians who are pious and competitive in the future (Kurniawan, 2018; Maunah, 2015; Rosikum, 2018). The data from the analysis of assumption tests and hypothesis testing shows that the resulting data is homogeneous and normal, judging from the data showing significant values. It is known that the homogeneity test has a homogeneous pattern at SD 34 Batanghari, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. It has been demonstrated that the sig (2-tailed) result is less than 0.05. A linear regression equation is initially assumed to be valid if the regression error is normally distributed and homogeneous, so it is crucial to pass the normality test and homogeneity test (Gusmania & Wulandari, 2018; Sukestiyarno & Agoestanto, 2017). While a hypothesis test is run using the t-test table to determine

whether the proposed hypothesis is valid or not. The proposed hypothesis has been accepted in the analysis of the t-test that has been done; the sig value is less than 0.05. Then the result of regression and regression show that there are relation between tarompa e-module on peace-loving characters show around 64%.

This research is also in line with previous research conducted which studied character education (Raqiztya & Agung, 2022). In research conducted said that e-modules based on character education are appropriate for use because they are able to attract interest and arouse student enthusiasm for learning (Raqiztya & Agung, 2022). However, this study did not carry out some of the tests carried out by this study, namely the assumption test. One of the assumption tests is the normality test, where the normality test is important to do to find out whether the data we are going to test is normal or not. In our research we tested the complete assumption test, namely the normality test, homogeneity test, and linearity test. So that our research is precise and accurate. Character education in elementary schools has eighteen character messages: religious, disciplined, hard working, honest, tolerant, independent, curiosity, democracy, national spirit, friendly or communicative, appreciating achievement, love for the motherland, and love for peace. One of them is a character that promotes peace; this character acts in a way that others feel secure and content in his presence. Students who value peace respect others, foster harmony, steer clear of conflict and violence, and accept tolerance (Asriani et al., 2017; Palunga & Marzuki, 2017). Creating a harmonious, peaceful, and comfortable classroom and school environment, getting used to non-violence, getting used to school members' non-gender-biased behavior, and getting used to all school members' compassionate behavior are all traits of peace-loving characters.

In the implementation of this research it can be seen that there is a comparison of the use of Tarompa e-modules on the character of caring for the environment at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. The use of e-modules is to provide solutions for students to be able to use information and communication technology wisely (Brata et al., 2022; Dewi et al., 2022). Giving choices to teachers to answer the challenges of advances in technology and information, whether they like it or not, will have an impact on the world of education and learning. The limitations of this study are only comparing schools. However, there has not been a test with a gender comparison between female and male students so that the environmental care character variables in elementary schools can be identified specifically. The researcher suggests conducting further research to compare peace loving character variables based on gender and the researcher suggests conducting research at the elementary school level. The novelty in this study is the variable under study, namely the indicator of the character of peace-loving. These indicators are seen after the application of different electronic modules in this study to see the comparison and influence of the e-module on the character of peace-loving. Meanwhile, in previous research, much research has been done on the relationship between peace-loving characters and not on the character indicators. The results of this study can be used as teaching resources to help students learn about the variety of Tarompa local wisdom. Additionally to being instructional tools that meet students' needs, they also serve as a resource for independent study. Through electronic modules and interaction with the culture around them, students are impacted in the development of a peace-loving character. The research recommendation is to use an electronic module based on Tarompa local wisdom which can be used to teach other characters.

4. CONCLUSION

Tarompa e-modules is very advantageous for students because it can strengthen their capacity for nonviolence. The tarompa e-module aims to increase the character of peace-loving because the character of peace-loving is very important for students because it can create a peaceful and peaceful environment at school. So it can be concluded that the use of the Tarompa e-module is very beneficial for students because it can improve students' peace-loving character. This research can also be useful for future researchers who want to see the effectiveness of using e-modules at the junior high school, high school and university levels.

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