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Development of PPKn learning module based on Surabaya local wisdom to improve student's learning achievement on social cultural diversity materials in Class IV at SDN Kandangan I/121 Surabaya

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ABSTRACT

This study aims to (1) produce a Civics learning module based on local wisdom in Surabaya to improve student achievement in fourth-grade elementary school; (2) describe the validity, practicality, and effectiveness of the Civics learning module based on local wisdom in Surabaya to improve learning achievement in the material "Socio-Cultural Diversity". This research is development research that refers to the *analysis, design, development*, *implementation,* and *evaluation* (ADDIE) development model.

Data collection techniques were carried out by observing, distributing questionnaires, and administering tests. Data analysis technique using quantitative descriptive analysis techniques consisting of the validity of learning tools, analysis of student activities, analysis of the implementation of lesson plans, and learning achievement tests. Learning tools with Civics learning modules are then validated by experts. The results of expert validation stated that the learning tools with the Civics learning module were valid to be used. Then it was tested on fourth-grade students at SDN Kandangan I/121 Surabaya with *pre*-test and *post-test* . The results of field trials show (1) learning devices with the developed Civics learning module are categorized as very valid with an average score of 3.73; (2) the practical developed learning tools are based on the implementation of the lesson plans which are categorized as very good with an average implementation percentage of 93.75% and the achievement of student activities which are categorized as very well implemented with an average implementation percentage of 92.31%; (3) effective learning tools developed based on the results of students' learning achievement tests which showed that the N-Gain of 32 students was in the high category with an average of 0.72. It can be concluded that the Civics learning module based on local wisdom in Surabaya is feasible and can improve the learning achievement of fourth grade students at SDN Kandangan I/121 Surabaya.

Introduction

Education very important role in determining the development and development of the nation and state. The progress of a nation depends on the progress of human resources which are closely related to the education provided to the community, especially to students. Education can be interpreted as a learning activity to achieve certain goals and involves several factors that are interrelated with each other to form a system that influences each other. According to Puspitasari, et al (as cited in Wijiningsih, 2017) education as a learning tool must be renewed to improve human resources. One of the reforms that have been carried out by the government is the implementation of the 2013 Curriculum.

The 2013 curriculum is designed with characteristics to develop a balance between spiritual and social attitudes, knowledge and skills, and apply them in school and community life. There are three main components in the 2013 curriculum learning According to Ardan, et al (2015) there are three main components in the 2013 curriculum 1) attitudes obtained through accepting, doing, appreciating, appreciating, and practicing. 2) knowledge gained through activities of remembering, understanding, applying, analyzing, evaluating, creating, and. 3) skills

acquired through observing, asking, trying, communicating, and making. The learning carried out will pass through the 5M steps: observing, asking yourself, collecting information, associating (processing information), and communicating.

In the 2013 curriculum, the subjects of and Citizenship Education are integrated with other subjects that are formed in a theme. This theme relates to the facts of life that exist in society but still refers to the core competencies and basic competencies in the 2013 curriculum (Murfiah, 2017). *Pancasila* and Citizenship Education is a conscious and planned effort to educate citizens by growing national identity and morals as the basis for implementing rights and obligations in defending the country, for the survival of the nation and state.

Pancasila and Citizenship Education teach about being a more responsible, tolerant, and independent citizen. Every citizen must have the knowledge, skill development,and public character development to develop communication with the environment. Thus, every citizen who has a good sense of citizenship will not be easily influenced by cultures that are not from Indonesia and can appreciate all cultures and values that exist in Indonesia (Sarinah, et al, 2016).

According to Rahman and Madiong (2017) *Pancasila* and Citizenship Education as subjects in schools have experienced fluctuating developments both in packaging and substance which are adapted to the interests of the state. The material in the learning is developed based on the items in the Pancasila precepts. It aims to instill attitudes and behaviors that by the values of Pancasila, develop knowledge and the ability to understand, appreciate, and believe in the values of Pancasila as a guide for daily behavior.

Learning Pancasila and Citizenship Education is integrated through modeling because learning about behavior is mostly done through direct observation so that the observation process takes place intensively that it can touch or cultivate the heart. The innovation of the modeling process in Pancasila and Citizenship Education learning in cultivating the heart is very necessary to foster positive behavior and avoid negative behavior. Modeling strategies to develop behavior can be done by using music, using reading techniques, doing dramatization, presented in the norms in the scriptures, and in the form of quoting facts from local wisdom (Warsono & Hariyanto, 2012).

Pancasila and Citizenship Education in Elementary Schools are integrated with other subjects in a theme arranged in a theme book provided by the government as a reference in learning. The theme book consists of a teacher's book and a student's book. The presentation of material in student books used in learning in schools is still limited and only contains an outline of the material considering that the student books are distributed nationally so that they do not have specific regional characteristics or potential. Learning modules that are used as learning resources circulating in the market so far are still general and have not touched the potential, resources, and problems of each region so that the subject matter is not by the values develop in the surrounding community.

Teachers need to use learning resources and learning media in educating students. According to Winarni, et al (2018) teachers need to use contextual learning resources and media available in the student environment to direct learning activities by observation, classification, prediction, and determination. By learning resources and contextual media, students can collect information, compare, categorize, analyze, integrate, rearrange material and make meaningful conclusions in solving problems in their lives.

Teachers in teaching Pancasila and Citizenship Education require all forms of materials used to assist teachers or instructors in carrying out learning activities in the classroom. The material can be in the form of written material or unwritten material. The use of teaching materials allows students to learn a basic competency coherently and systematically way so that accumulatively students can master the competencies as a whole and integrated them (Murfiah, 2017).

The government has provided teacher books and student books as guidelines for implementing learning in the 2013 curriculum. If you look closely and study it more deeply, the presentation of the material in the student books is very limited in explaining learning materials. The teacher's and student's books now contain only an outline of the existing materials, considering that the teacher's and student's books are distributed nationally, the content or contents do not have the characteristics and potential of a particular region. The fact that teacher books and student books are used as learning resources are still general and have not touched the resources, culture, and potential possessed in each region, so that this has an impact on the distance of Civics subject matter with the values of local wisdom of the local area. there is.

The teaching materials used in student books are still on a national scale and are very limited in bringing out the repertoire of local wisdom from an area. Practically with the existing conditions and realities, Civics learning is getting further away from the values of local wisdom in the learning environment of students. Teachers are required to be able to develop learning materials by the potential and characteristics of students by developing various appropriate teaching materials.

There are still many teachers who have not been able to develop teaching materials based on the conditions of the social and cultural environment of their students. Many students still think that Civics learning is not interesting, monotonous, and not varied to learn. For this reason, we strive with the presence of local wisdom-based module

teaching materials, which are expected to be an alternative to foster students' enthusiasm for learning. Local wisdom is related to the daily life of students so that students will find it easy to understand. The development of learning modules based on local wisdom is expected to stimulate students in the learning process related to the socio-cultural diversity of the city of Surabaya.

In learning, teaching materials are needed that are in accordance with the potential, resources and problems of each region. This is necessary to teach values that can be in accordance with the practice of Pancasila that develops in society. The potential, resources of each region are local wisdom owned by each region. According to Martawijaya (2016), local wisdom is norms, conceptual ideas, values, knowledge, views of life, ways of individuals and communities or communities to meet their needs, as well as to solve problems faced in the surrounding environment.

According to Rapanna (2016) states that local wisdom is a cultural advantage of the local community which is a product of the past culture that should continue to be used as a way of life even though it has local value but the values contained in it are universal. The local wisdom of the community has positive behavior between humans and nature and the surrounding environment that comes from religious values, customs, ancestral advice, or local culture. Local wisdom contains a lot of exemplary and life wisdom used to maintain the balance of natural resources and the environment so that local culture can be preserved.

Suswandari (2017) states that teachers are required to be creative and able to use the resources available around them to support the learning process. Teachers must also have sufficient knowledge about beliefs, values, and local wisdom from the surrounding area so that they can transfer knowledge and values of local wisdom using language that students understand.

Surabaya as a metropolitan city still has various kinds of traditional local cultural elements. Surabaya has many local products that can contribute to the regional economy, especially in the culinary field. One of the cultural treasures owned by Surabaya is the abundance of traditional foods that are still icons and favorites of the people of Surabaya to be enjoyed by all people.

Talking about typical food in Surabaya is endless. Typical traditional foods from the city of Surabaya include *rujak cingur, lontong racing*, duck rice and clover. But along with the times and the entry of foreign products, such as fast food which is often a mainstay menu for the people of Surabaya, local products are starting to be eroded by foreign foods. Departing from these problems, a learning module on traditional food becomes important as an effort to preserve local products. Making books as an effort to preserve local products is an effort to document and publish to present information about the existence of these traditional foods so that their existence can preserve traditional Surabaya foods which are slowly being eroded by *fast food*.

The geographical condition of the western part of Surabaya, precisely in Benowo District, used to have a lot of swamps, and rice fields, but now with the shrinking of land used for housing, swamps and rice fields have decreased a lot (Widodo, et al, 2015). However, we can still find a lot of rice fields in Benowo District in the northern part of the railroad tracks. Some of these fields are planted with clover to be used as a supply of basic ingredients for Surabaya's special food, namely Surabaya clover.

Semanggi Surabaya is a typical East Java food originating from Kendung, Surabaya. Clover is a group of creeping plants (*Hydrocotyle Sibthorpioides)* which in Indonesia are easily found around rice fields or the banks of irrigation canals. Morphologically the shape of this plant is very distinctive because the shape of the leaves resembles an umbrella which is composed of four opposite leaf petals. This typical clover food is rarely found The typical clover food originating from the city of Surabaya is now starting to have difficulty getting it, but in some locations you can still find clover sellers in Surabaya, especially in the area around Kendung. The clover sellers are mostly middle-aged women, when selling their clover some are carried, some use bicycles around, some even stay selling around the market when we visit Surabaya City on several roads, we can still find women selling food carrying large baskets placed on the back of their bicycles which are combined together with a pile of Puli crackers, such characteristics when in Surabaya can be seen. it is confirmed that it is a typical clover cake seller (Sukrama, 2009).

The potential of local wisdom in Benowo is better introduced to students so that students can get to know the local wisdom of the local area, namely Surabaya clover and batik clover because the teacher and student handbooks only provide examples of national cultural diversity, less specific to students' local areas. The potential of local wisdom can be used as material for developing teaching materials by character values as exemplary and life wisdom that reflects the values in the practice of Pancasila. The development of these teaching materials as a model in learning behavior by the exemplary values of local wisdom in the Benowo area.

Based on the description above, local wisdom in the local community or the student environment can be an example and life wisdom for students. The local wisdom has not been widely known by students and the values contained in the local wisdom have not been fully understood by students. The development of teaching materials by local wisdom can assist students in mastering basic competencies in a complete and integrated manner. The development of these teaching materials departs from the environment where students live by the realities of

students' lives. The learning process that raises local wisdom in the student environment is expected to provide usefulness and meaning to students so that the learning process can be more meaningful.

Based on the analysis of the results of students' knowledge values in the category of student achievement in grades IV-B SDN Kandangan I Surabaya, in the aspect of basic competence identifying with aspects of various forms of ethnic, social, and cultural diversity in Indonesia is bound by unity and unity by providing evaluation questions as many as 15 questions. items in the form of choice. obtained a class average of 78 of 32 students. Details of learning achievement obtained by class IV-B students, namely 18 students have got a value greater than or equal to 75, while 14 students still get a score of less than 78. Even though the mastery of learning on these basic competencies is at least 78. Referring to the data achievement/learning outcomes for students in grades IV-B above, then there need to be improvements and further improvements in student achievement/learning outcomes.

Uge, Neolaka, & Yasin (2019) state that the use of local wisdom-based teaching materials as teaching materials in learning can provide positive results for increasing student achievement. Through the use of teaching materials based on local wisdom in the local area, students can understand the material provided, and the material is still based on the basic competencies that students must master.

Learning is said to be successful if students can master the material that has been given optimally. However, achieving this optimal mastery is not an easy thing. Moreover, the situation as it is today the world is facing a pandemic outbreak Covid-19. Indonesia was also affected by the outbreak of the Covid-19 pandemic, most schools studied online from home to avoid the spread of the Covid-19 virus. Teachers cannot interact directly through face-to-face with students in class. These things lead to reduced time for deepening the material so that the deepening of the material cannot be carried out by students optimally in the classroom. The reduced time for teaching and learning activities in schools requires students to also prepare themselves with the ability to learn independently. According to Miarso (2009), one of the things that need to be taken into account to be able to carry out independent learning is the use of learning programs that contain instructions for self-study by students with minimal teacher assistance by providing teaching materials in the form of modules so that they can be used for independent study at home.

Teaching materials that can be used by students for independent study are modules. The module is a book written with the aim that students can learn independently without the direction or guidance of a teacher (Depdiknas, 2008). This is in line with Prastowo (2012) which states that one of the functions of the module is as an independent teaching material where the existence of the module and its use can make students or students able to learn on their own.

Literature review
Module development

The development of technology in various fields makes it easier for students to obtain information and knowledge from existing technology, such as getting the latest news, looking for learning resources, or looking for book references using the internet. However, books are still the main source of learning in improving students' understanding. One of the efforts that can be done to improve students' understanding is to provide learning modules that can facilitate student learning activities (Nuha, Amin, & Lestari, 2016).

The module is a learning program written by the teacher to show the contents of the discussion and general direction so that the learning objectives can be achieved by students. The module is a printed teaching material that is systematically arranged by the teacher in a language that is easily understood by students with their level of knowledge and age so that it can be used as material for students to study independently (Prastowo, 2013).

Learning modules are specifically made by teachers to help the teaching and learning process more effective. In this development research, the use of learning modules as a means of facilitating student learning in understanding local wisdom of Surabaya City of Surabaya. With the hope that students can understand the cultural values contained in every tradition and custom that exists in Surabaya society so that students can internalize these positive cultural values in everyday life. The function of this local wisdom-based learning module is not only expected to improve student achievement but also to increase character values which are the government's priority program in the world of education. The development of learning modules based on local wisdom in Surabaya contains traditions and customs as well as the typical food and drinks of the Benowo community which are full of life values, including Surabaya clover and batik clover.

Learning achievement

According to Rosyid, et al (2019) learning achievement is the result of a learning activity accompanied by changes that will be achieved by students expressed in the form of symbols, numbers, letters, and sentences as a benchmark for the level of student success with predetermined standards and become perfection for students both in thinking and doing. The learning achievement referred to above is the result of learning activities controlled by

students in certain fields of study which can be identified by conducting an assessment or measurement process through evaluation activities in learning. an evaluation tool in measuring learning achievement in the form of tests that have been prepared according to standards so that the evaluation results can describe student achievement according to their abilities.

Meanwhile, according to Slameto (2020), learning achievement is the quality and quantity of student work used to calculate the average level of achievement of all subjects in one semester or school year. Measurement of the overall achievement of subjects is carried out with tests or exams and assignments in the form of homework (PR).

According to Rosyid, et al (2019), the factors that influence learning achievement, in general, are internal factors and external factors. The explanation of these factors, among others, is as follows.

a. Internal factors
   Internal factors are factors that come from within students which are students' biological factors including health and body condition, and psychological factors which include interests, talents, intelligence, emotions, fatigue, and ways of learning.
b. External factors
   External factors are factors that come from outside of students who are influenced by the family environment, school environment, community environment, and natural environment.

Methods
Research design
This research belongs to the type of development research because the research is conducted to develop a product that can be used in learning. The product of the research is a Civics learning module based on Surabaya local wisdom for grade IV Elementary School. According to Sugiyono (2018) Research and development is a research method that is used to produce new products or enhance/update existing products so that more practical, effective, and efficient, and to test the effectiveness and validity of the product.

The development model used to develop the Civics learning module based on local wisdom in Surabaya at SDN Kandangan I/121 is the ADDIE model (*Analyze, Design, Development, Implementation, Evaluation*). The systematics of developing learning modules using the ADDIE development model is described as follows:
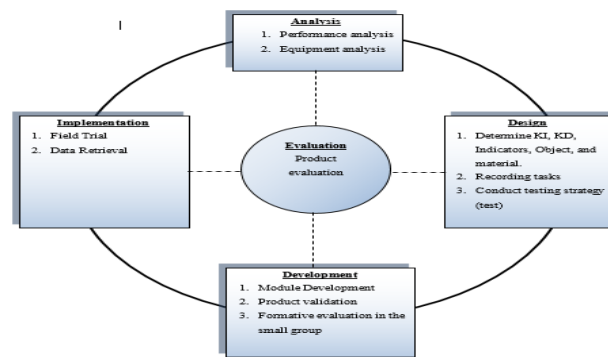
Picture 3.1
Development model stages ADDIE
(Sugiyono, 2018:39)

Figure 1. The systematics of developing learning modules using the ADDIE

Research subject
The subjects in this study were fourth grade students at SDN Kandangan I/121 Surabaya, Surabaya City, totaling 40 students. The learning tool that will be tested is the Civics learning module based on local wisdom in Surabaya to improve student achievement. The development of the Civics learning module based on Surabaya's local Wisdom is based on the development of Core Competencies (KI), Basic Competencies (KD), and Surabaya local wisdom. The research location was chosen at SDN Kandangan I/121 for the following reasons.

1. All schools from SDN Kandangan I/121 are responsive and open to efforts to renew innovative and creative learning activities.
2. The curriculum used in the school is the 2013 curriculum, starting from class I to class VI by applying thematic learning.
3. School facilities and infrastructure support the learning process

Research variables

According to Sugiyono ([2018](#)), research variables are everything in any form determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn. The variables to be measured in the study are related to the quality and effectiveness of the Civics learning module. The research variables are presented in the following table.

Table 1. Research variables, variable indicators, and research instruments

No.	Variable	Variable Indicator	Research Instruments
1.	Module quality	• Eligibility of content/material • Linguistic eligibility • Serving eligibility	1. KDP learning module draft 2. Module validation sheet
2.	The effectiveness of using the module	• Educator • Educator Activities • Observer response	Observation sheet
		• Learners • Student activities • Student response	1. Observation sheet 2. Student questionnaire sheet
3.	Learning Media	Syllabus and lesson plans	Validation sheet
4.	Student achievement	KKM Achievement	Test sheet (Pretest & posttest)

Data type

The data used in the research and development of this learning module are qualitative data and quantitative data. Qualitative data were collected from criticism, suggestions, and comments from experts on the development of learning modules (validation test results), guidelines for observing the implementation of learning modules by teachers and guidelines for observing the implementation of learning modules by students, as well as questionnaires/questionnaires for student responses to learning modules. While quantitative data includes data from the analysis of the validation of the learning module, the results of the analysis of the effectiveness of the learning module, and the results of the analysis of the practicality of the learning module as well as data on student achievement after using the learning module.

Data collection instruments

The data collection instruments used in the research and development of this learning module are as follows.

Observation

The instrument in the observation was in the form of an observation sheet to determine the implementation of the Surabaya local wisdom-based learning module in learning. There are two observation sheets used, namely as follows.
1. Observation sheet on the implementation of learning modules for teachers
   This observation sheet is used to determine the implementation of the learning module by the syllabus and lesson plans. Observation sheets for teachers include the implementation of learning modules in learning activities.

2. Observation sheet on the implementation of learning modules for students
   This observation sheet is used to determine the activities of students by the Surabaya local wisdom-based learning module. Student observation sheet to cover the implementation of the learning module by students in learning.

Validation Sheet

A validation sheet is a series of assessments used to measure the feasibility of a product. The validation sheet will be assessed by expert experts, namely material/content experts, linguists, presentation experts, and graphic experts as well as learning design experts. The validation sheet includes a learning module validation sheet, lesson plan validation sheet, student achievement test validation sheet, student response questionnaire validation sheet, validation sheet for book implementation observation guidelines, and validation of *pre-test* and *post-test*

questions that are shown to the validator. Experts assess by giving a score according to the circumstances, namely a score range of 1 to a score of 4.

Questionnaire

The questionnaire is a data collection technique carried out with several written questions that function to find out information from respondents in a study (Sugiyono, 2018). Questionnaires were conducted on student responses. This research questionnaire was conducted using a closed type of questionnaire, namely a questionnaire that has provided answers so that respondents just choose. This questionnaire was given to students in individual trials and small group trials to determine the readability of local wisdom-based learning modules so that they can be categorized as feasible or not.

Student achievement test assessment sheet

The assessment sheet for learning test results is used in assessing the level of success of students in learning activities by using evaluation tools in the form of *pre-test* and *post-test*. The purpose of the student achievement test assessment instrument is to determine the student's ability to understand the material and also to determine the level of success or value obtained by students.

Data analysis technique

Data analysis techniques in this study are as follows.

Learning module validity analysis

Analysis of the validity of the development of learning modules in the form of validation results from experts/experts of learning modules to determine the feasibility level of the learning module. The data analysis technique is descriptive quantitative with the following techniques.

$$X = \frac{\Sigma K}{N}$$

Information:
X = Average score
Σ K = Total score
N = Number of respondents

The data from the analysis and assessment of the feasibility of the Surabaya local wisdom-based learning module to improve student achievement were obtained in the form of an interval score with a range of 1.0-4.0. The data from the analysis by the validator are averaged in each aspect and converted using the categories in Table 2 below.

Table 2. Criteria for learning device category

Value Interval	Value Category	Information
3.6 X 4.0	Very Valid	Can be used without revision
2.6 ≤ X 3.5	Valid	Can be used with minor revisions
1.6 ≤ X 2.5	Less Valid	Can be used with major revisions
1.0 X 1.5	Invalid	Can't be used yet

(adapted from Ratumanan & Laurens, 2015)

Learning modules and devices are said to be valid and can be used in learning activities if each aspect on the validation sheet reaches a minimum score of 2.6.

a. Practical analysis of learning module

Analysis of the implementation of learning using local wisdom-based learning modules assessment and observation of the implementation of learning are carried out every face-to-face by two observers who have been trained so that they can operate the observation sheet correctly. The data analysis technique is descriptive quantitative with the following percentage technique.

$P = \frac{\Sigma K}{\Sigma N}$ x 100%

(adapted from Arifin, 2009)

Information:
P = Percentage of learning implementation
Σ K = number of aspects that happen
Σ N = Number of all aspects of the observed

Data from observations of the implementation of learning activities using learning modules based on local wisdom of Surabaya to improve student achievement were obtained in the form of score intervals with a range of 1-10%. The percentage of phase implementation using the following criteria.

Table 3. Criteria for assessing the implementation of learning

Score Interval	Rating Category
75% - 100%	Well done
50% - 74%	Well done
25% - 49%	Not implemented
0% - 24%	Not done

(Adapted from Sugiyono, 2018)

b. Student activity analysis

Observations of student activities during learning activities can be described in the form of percentages. The percentage can be calculated by the formula

$P = \frac{\Sigma K}{\Sigma N}$ x 100%

(adapted from Arifin, 2009)

Information:
P = Percentage of student activity
Σ K = number of times students do activities
Σ N = The total number of students
The percentage of phase implementation using the following criteria.

Table 4. Criteria for assessing student activities

Score Interval	Rating Category
75% - 100%	Active
50% - 74%	Active enough
25% - 49%	Less active
0% - 24%	Not active

(Adapted from Riduwan, 2010)

a. Cognitive learning achievement test analysis

The test is carried out after the learning process is complete, the teacher gives questions and students answer the questions that have been given by the teacher. To find out the value of student achievement can be calculated using the formula

Score = $\frac{score\ earned}{maximum\ score}$ x 100

Determining the increase in student achievement is calculated using the Normalize Gain (%) using the gain score (improvement score) on the student's score. The amount of increase or normalized gain (g) is analyzed using the formula

$$(g) = \frac{(spost) - (spare)}{score\,max - (spare)}$$

Information:
(g) = Improved student achievement
Spare = value of early learning achievement (*pre-test*)
Spost = final learning achievement score (*post-test*)

Hake (1999) classifies the *gain score* as follows.
g-height: (g) > 0.7
g-medium: 0.7 (g) 0.3
g-low: (g) 0.3

b. Student response analysis
Student response data were analyzed in percentage form so that the percentage results were then categorized according to Table 4. The results of student responses using the formula:

$$P = \frac{jumlah\,siswa\,menjawab\,"ya"}{jumlah\,keseluruhan\,siswa} \times 100$$

Information:
P = Percentage of student responses

Table 5. Criteria for the percentage of student responses to teaching materials

Criteria	Percentage
Not good	0%-20%
Not good	21%-40%
Pretty good	41%-60%
Good	61%-80%
Very good	81%-100%

Results
a.   Learning Module Validation Results
   1) Assessment of Learning Modules by Expert Lecturers of Teaching Materials
    The following are the results of quantitative assessments by expert lecturers of teaching materials:

Table 6. Data from the validation of teaching material expert lecturers

Validated product	Validation type	Average score	Category
Learning Module	Draft I	3.38	Valid, usable with minor revisions
	Draft II	3.77	Very valid, can be used without revision

Source: Processed data

Based on the data in Table 6, it can be seen that the quality of the learning module based on the assessment by expert lecturers of teaching materials in draft II shows a total average of 3.77 from a maximum average score of 4.00, thus the module shows a very valid category, can be used without revision. However, the researchers also paid attention to the responses, criticisms, and suggestions from the expert validators of teaching materials.

   2) Assessment of learning modules by material expert lecturers
    The following are the results of the quantitative assessment by material expert lecturers:

Table 7. Data of material expert lecturer validation results

Validated product	Validation type	Average score	Category
Learning Module	Draft I	3.31	Valid, usable with minor revisions
	Draft II	3,69	Very valid, can be used without revision

Source: Processed data

Based on the data in Table 7, it can be seen that the quality of the learning module based on the assessment by material expert lecturers in draft II shows a total average of 3.69 from a maximum average score of 4.00, thus the module shows very valid criteria, can be used without revision. . However, the responses, criticisms, and suggestions from the validators of material expert lecturers also pay attention to the researchers.

1. Implementation Results

The fourth stage of the ADDIE development model is the implementation stage. According to Branch (2009), the purpose of the implementation phase is to prepare a learning environment that involves students in the learning process. In the implementation of the implementation, a small group trial stage was carried out. The small group trial phase was carried out on Tuesday, December 15, 2020, in class IV-B by taking data from 10 students in the class. Small group trials were conducted to test the effectiveness of the learning module before it was tested on a large scale on class IVB students at SDN Kandangan I/121 Surabaya. Small group trials were also conducted to find out the weaknesses of the learning modules being developed. The trial was carried out on class IV-B students as many as 10 students as subjects.

Experiments were conducted through an online small group that is using *google meet* and circulated student questionnaire responses by using sheet student questionnaire responses via the group *WhatsApp* class due to an outbreak of pandemic Covid-19, so that the study is done from home. The results of the recapitulation of student response questionnaires in small group trials are shown in the following table.

Table 8. Recapitulation of small group trial questionnaire

Data Type	Average	Percentage	Criteria
Small group trial	89.33	89.33%	Very practical

Source: Data processing

Based on the results of the small group trial in Table 8, it can be seen that the Civics learning module developed by the researcher received positive responses from students. Overall, the average score of the small group test results was 89.33% with very practical criteria.

2. Evaluation Results (Assessment)

The fifth stage of the ADDIE development model is the evaluation or assessment stage. At the evaluation stage, an online field trial was carried out which was followed by all grade IV-B students at SDN Kandangan I/121 Surabaya. Field trials were carried out online, namely using *google meet* and student response questionnaires through the parent whatsapp group due to the covid- 19 pandemic outbreak, so learning was done from home

After the implementation stage is carried out, the next stage is the assessment of the learning module. At this stage, the assessment of the module that is seen is the practicality and effectiveness of the learning module. The practical aspect can be seen from filling out student response questionnaires. While the effectiveness aspect is seen from the results of the *post-test* scores. The *post-test* and student response questionnaires were carried out on January 5, 2021. The following is the presentation of the results of the evaluation stage as follows.

a. Student Response Questionnaire

Collecting data from student response questionnaires were used to assess the practicality of the learning module in terms of the feasibility of content, presentation of material, language, and graphics. The following is a recapitulation of the results of the student response questionnaires.

Table 9. Recapitulation of field trial questionnaires

Data Type	Average	Percentage	Criteria
Field trial	93.75	93.75%	Very practical

Source: Data processing

The results of the field trial in Table 9, it can be seen that the Civics learning module developed by the researcher received positive responses from students. Overall the average score of the field trial results is 93.75% with very practical criteria.

Based on the results of the recapitulation of the results of the student response questionnaires, it is concluded that the overall results of the student response questionnaires to the developed learning module The results of these conclusions are used to see the practicality of the products developed, as presented in the following Table 9.

Table 10. Result of student response questionnaire recapitulation

Data Type	Average	Percentage	Criteria
Small group trial	89.33	89.33%	Very practical
Field trial	93.75	93.75%	Very practical

Source: Data processing

Based on the results of the recapitulation of small group trials and field trials in Table 10, it can be seen that the Surabaya local cultural wisdom-based learning module developed by the researcher received positive responses from students. Overall the average score of the small group test results is 89.33% with very practical criteria and the average field trial score is 93.75% with very practical criteria.
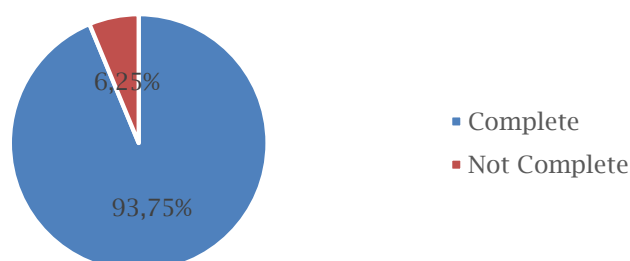
b. Student post-test results

The results *of the* student *post-test were* obtained from the application of the PPKn learning module based on the wisdom of the Benowo District in a field trial using the data of 32 students as respondents and carried out online using *google meet,* while the *post-test questions were* given to students using *google form* from *Microsoft office 365.* in January 2021. The application of the PPKn learning module based on the wisdom of the Benowo District in the field test can be seen in the following table.

Table 11. Post-test results

Many Students	Score	Percentage	Information
30 the swa	> 78	93.75%	Complete
2 Students	< 78	6.25%	Not Complete

Source: Data processing

The results of the *post-test* showed that 30 students completed because they got scores above 78. This means that the percentage of students who completed was 93.75%. The results of the *post-test* 2 students were declared incomplete because they got a score below 78. This means that the percentage of students who did not complete was 6.25%. Based on these data, the completeness of the *pre-test* results can be described in the following graph.

Figure 2. Student post-test results

Based on the data above, it is known that 93.75% of the number of students in class IV-B SDN Kandangan I/121 students can solve the questions above the KKM related to socio-cultural diversity in the sub-topic of local wisdom in Benowo District. Based on the results of the *post-test*, it was stated that the use of the PPKn learning module could improve student achievement.

A. Practicality of product development of Civics learning module based on local wisdom in Benowo District Kecamatan

The practicality of developing Civics learning modules from the implementation of lesson plans and student activities during the learning process. The following is an analysis of data related to the implementation of lesson plans and student activities in learning.

1. *The results of the analysis of the implementation of the Learning Implementation Plan (RPP) in the learning process*

The level of implementation of learning becomes a benchmark for the practicality of product development modules based on local cultural wisdom in Benowo District. This learning is guided by the learning steps contained in the lesson plan. During the data collection process, the implementation of learning activities was observed by two observers. The results of the observations are then documented in the RPP implementation observation sheet. Following are the results of the analysis of the observation sheet on the implementation of the learning implementation plan.

Table 12. Observations of the implementation of lesson plans on teacher activities during learning

Data Type	Average	Percentage of implementation	Category
Teacher activity observation	45	93.75%	Very well executed

Source: Data processing

In Table 12, it can be seen that the average implementation observation was categorized as very good with an average percentage of RPP implementation of 93.75%. It can be concluded that learning using the PPKn module based on local wisdom in Benowo District is going well. Based on this, it can be said that the PPKn learning module based on local wisdom in Benowo District is practically used as one of the PPKn teaching materials.

2. *The results of the analysis of student activity observation sheets*

The activities of students can be seen from observations during the learning process. The results of student observations using observation sheets. The observation sheet uses a scale of 1, 2, 3 and, 4 with details (1) not active, (2) not good (3) quite active, and (4) active. Observers consist of the first observer and the second observer. Observations were made during the learning process. There are 8 types of student activities observed by observers. The results of the analysis of student activity observations can be seen in Table 13.

Table 13. Results of observation of student activities

Data Type	Average	Percentage of implementation	Category
Student activity observation	48	92.31%	Very well executed

Source: Data processing

Student activities when participating in learning according to the data listed in Table 13 show that each aspect gets an average assessment with the category of doing very well. Overall the results of the implementation of learning are 92.31% with the category of very well implemented. This shows that the learning process can be followed by most students and provides opportunities for students to be active in learning.

B. The effectiveness of the product development of civics learning modules based on local wisdom in benowo district kecamatan

Analysis of the results of the effectiveness of the learning module has the aim of describing the effectiveness of the learning module during the learning process which includes cognitive ability tests to determine individual mastery and increase learning achievement. There are two kinds of tests applied, namely the initial test or *pre-test* and the final test or *post-test* to determine the extent of the effectiveness of the product. The results of the student's cognitive ability test can be seen in Table 14 below.

Table 14. Cognitive ability test results

| No	Name	Score		KKM	Completeness		\<g\>	Note:
		Pre-test	*Post-test*		*Pre-test*	*Post-test*		
1	GDP	86.67	100.00	78	T	T	1.00	High
2	HT	80.00	100.00	78	T	T	1.00	High
3	ISAA	53.33	86.67	78	ST	T	0.71	High
4	IRA	86.67	93.33	78	T	T	0.50	Medium
5	STI	80.00	86.67	78	T	T	0.33	Medium
6	IG	46.67	93.33	78	ST	T	0.87	High
7	IZ	80.00	86.67	78	T	T	0.33	Medium
8	KP	80.00	100.00	78	T	T	1.00	High
9	KR	80.00	93.33	78	T	T	0.67	Medium
10	KJPP	86.67	100.00	78	T	T	1.00	High
11	HOOD	60.00	80.00	78	ST	T	0.50	Medium
12	mortgage	66.67	93.33	78	ST	T	0.80	High
13	LKA	80.00	86.67	78	T	T	0.33	Medium
14	MAC	86.67	100.00	78	T	T	1.00	High
15	MAS	60.00	93.33	78	ST	T	0.83	High
16	M N	53.33	86.67	78	ST	T	0.71	High
17	MZFE	60.00	93.33	78	ST	T	0.83	High
18	ML	80.00	100.00	78	T	T	1.00	High
19	MAAR	53.33	86.67	78	ST	T	0.71	High
20	MAM	80.00	100.00	78	T	T	1.00	High
21	MAR	53.33	93.33	78	ST	T	0.86	High
22	MBH	46.67	73.33	78	ST	ST	0.50	Medium
23	MDF	40.00	66.67	78	ST	ST	0.44	Medium
24	MRPK	86.67	93.33	78	T	T	0.50	Medium
25	MP	80.00	93.33	78	T	T	0.67	Medium
26	MF	80.00	80.00	78	T	T	0.00	No upgrade
27	MADJ	40.00	86.67	78	ST	T	0.78	High
28	MDDS	80.00	100.00	78	T	T	1.00	High
29	MF	60.00	86.67	78	ST	T	0.67	Medium
30	MNR	53.33	93.33	78	ST	T	0.86	High
31	NLR	80.00	93.33	78	T	T	0.67	Medium
32	NAME	80.00	100	78	T	T	1.00	High
	Total number	2,219.99	2,920	2.496			23.09	
	Average	69.37	91.25	78			0.72	High

Source: Data processing

N-gain criteria:
g-height: (g) > 0.7
g-medium: 0.7 (g) 0.3
g-low: (g) 0.3
no increase: (g) = 0
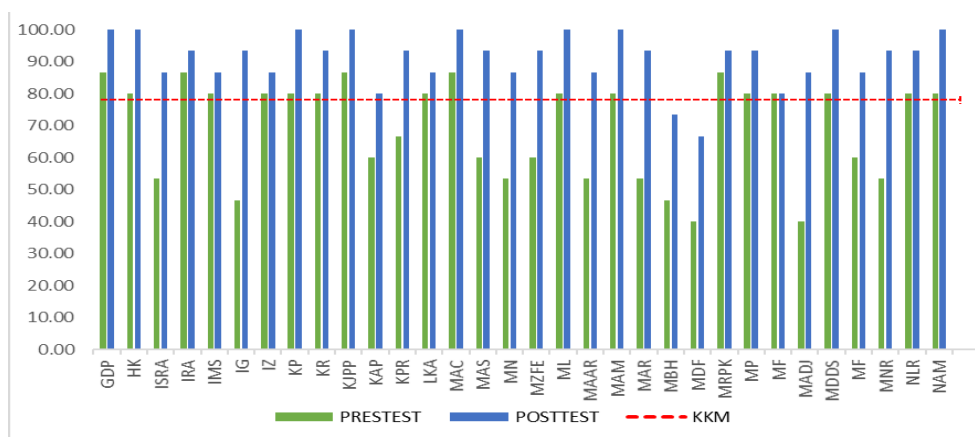
Figure 3. Students' pre-test and post-test scores

Based on Table 14 and Figure 3 above, it can be seen that there was a significant increase in the *post-test* results *of* students after participating in Civics learning by using the Civics learning module based on Surabaya's

local cultural wisdom compared to the results of the *pre-test* before learning using the learning module. Includes an increase in classical completeness learning outcomes from 56.25% to 93.75%. Calculation of n-gain to increase learning achievement reached 0.71 in the high category.

Discussion

The effectiveness of the developed learning tools

citizenship learning by using the Civics learning module based on Surabaya's local cultural wisdom also affects increasing student achievement. In the initial test or *pre-test, it* showed that there were still many students who scored below the KKM, only 56.25% classical completeness got a score of 78. There were 18 students out of 32 students who completed fulfilling the KKM who got a score above 78 with a percentage of 56, 25% and 14 students who did not complete the KKM with a percentage of 43.75% who scored below 78. Meanwhile, in the *post-test* carried out, the classical completeness obtained was 93.75%. There are only 2 students who get a score below the KKM 78 that has been determined with a percentage of 6.75% and 30 students are declared complete because they get a score above the KKM 78 with a percentage of 93.75%. Calculation of n-gain to increase learning achievement reached 0.72 in the high category. Based on the achievement of classical completeness from the *pre-test* and *post-test* as well as the n-gain value, it can be concluded that learning using the PPKn learning module based on local wisdom in Benowo District can improve student achievement.

Improving student achievement with learning modules by Skinner's behaviorism learning theory in Karwono & Mularsih (2017), namely learning outcomes that are notified to students and given reinforcement. By repeating the exercises and strengthening students through the citizenship learning module, student learning outcomes can be maximized.

Conclusion

Based on the findings of the research on the development of the citizenship education learning module, it can be concluded that:

1. The research carried out will produce a product in the form of a learning module for civics education based on local wisdom in Benowo Regency on socio-cultural diversity material for fourth grade elementary school students.
2. The learning module for Citizenship Education Based on Local Wisdom in Benowo Regency which was developed in this study is very valid and feasible to be applied in the learning process based on the results of validation by two expert lecturers by obtaining an average score of 3.73 with a very valid category.
3. The learning of civic education based on local wisdom in Benowo Regency developed in this study is practical. implementation of learning according to design with an average achievement of 93.75% with a very well implemented category, an increase in student activity with an average achievement of 92.31% with a very well implemented category, and positive student responses with an average achievement of 93 ,75% in the very practical category.

The learning module for civics education based on local wisdom in Benowo Regency which was developed in this study has been very effective with an increase in classical mastery of student learning achievement from 56.25% to 93.75% with n-gain reaching 0.72 high category. Citizenship Education is generally very popular with students, but new innovations are needed to increase students' enthusiasm for learning. With the data above, teachers will be able to create fun citizenship education while still prioritizing students' motivation to develop.

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