



## THE VALIDITY OF CHARACTER VALUE SOCIAL SCIENCE LEARNING MEDIA FOR FIFTH-GRADE ELEMENTARY STUDENTS

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## VALIDITAS MEDIA PEMBELAJARAN IPS BERNILAI KARAKTER UNTUK SISWA KELAS V SEKOLAH DASAR

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### ABSTRACT

**Abstract:** The implementation of social science learning in elementary schools tends to build cognitive abilities mainly rather than to build the attitude or character of students. In fact, based on the learning material, social science learning has a role in the student's character building. In addition, the learning media used by teachers tend to be conventional so it is monotonous. The research purpose is to produce and describe social science learning media valued for fifth-grade elementary students. The development method used is Research and Development (R&D). The developmental model used is the ADDIE model developed by Dick and Carry. The research is limited to the developmental stage. The research data collection instrument uses a validity questionnaire sheet. Based on the results of data analysis, it was obtained an average percentage of learning material validity at 97.78%, language validity at 97.78%, and design validity at 93.33% with very valid validity criteria for the three validities. It shows that social science learning media is a feasible character for being one of the social science learning media for fifth-grade elementary students.

**Keywords:** validity, social science learning media, character building

**Abstrak:** Pelaksanaan pembelajaran IPS di sekolah dasar yang cenderung mengutamakan pembentukan kemampuan kognitif, dibanding pembentukan sikap atau karakter peserta didik. Padahal jika dilihat dari materinya pembelajaran IPS memiliki peran untuk pembentukan karakter peserta didik. Selain itu, media pembelajaran yang digunakan guru cenderung konvensional sehingga kurang menarik. Tujuan penelitian adalah untuk menghasilkan dan mendeskripsikan media pembelajaran IPS bernilai untuk kelas V sekolah dasar. Metode pengembangan yang digunakan dalam penelitian ini yaitu metode *Research and Development* (R&D). Model pengembangan yang digunakan adalah model pengembangan ADDIE yang dikembangkan Dick and Carry. Penelitian dibatasi pada tahap develop. Instrumen pengumpulan data penelitian yaitu menggunakan lembar angket validitas. Berdasarkan hasil analisis data, diperoleh rata-rata persentase validitas materi pembelajaran sebesar 97,78%, validitas bahasa sebesar 97,78% dan validitas desain sebesar 93,33% dengan kriteria ketiga validitas sangat valid. Hal ini menunjukkan bahwa media pembelajaran IPS bernilai karakter layak untuk dapat dijadikan sebagai salah satu media pembelajaran IPS di kelas V sekolah dasar.

**Kata Kunci:** validitas, media pembelajaran IPS, pembentukan karakter

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### INTRODUCTION

The implementation of learning carried out by teachers tends to be different

from what is required in the National Education Standards. In this case, education should not only prioritize the formation of

knowledge but also must be able to shape and develop students' positive attitudes or characters. Teachers role an important and strategic role in the world of education both as teachers, educators, and as trainers for students. Teachers are agents of social change who change mindsets, attitudes and human behavior towards a better, more dignified and more independent life (Sulfemi, 2019). To carry out these duties and functions, teachers are required to have all competencies, one of which is pedagogical competence. Pedagogic competence really needs to be mastered by a teacher in order to be able to manage learning effectively, which includes the ability to recognize each individual student, be able to plan and carry out learning, be able to evaluate learning outcomes, and be able to develop the potential of students to be actualized (Anwar, 2019).

In relation to the teacher's ability to carry out learning, the learning process can take place optimally if the teacher masters learning material, learning methods and can use appropriate learning media and is expected to be able to help students achieve maximum learning results (Putri & Citra, 2019). In the National Education Standards, the elucidation of article 28 paragraph 3 states that teachers must be able to manage learning activities, starting from planning, implementing and evaluating learning activities. Teachers must be able to master curriculum management, starting from planning curriculum tools, implementing curriculum, and evaluating curriculum, and understand about educational psychology, especially towards the development of students so that learning activities are meaningful and effective.

Referring to the National Education Standards, teachers in practice must master and implement them in learning. But the reality on the ground, especially in elementary schools, is that not all teachers are able to understand and master it. This can be seen from the condition of the students' character which is increasingly apprehensive due to the

negative influence of the environment and the excessive use of technology. There are many problems that must be of concern to the teacher, including many students who are lazy to learn, like to break rules, say dirty words, like to bully their friends, ignore the environment and even drop out of school. With the condition of the children's behavior which is very concerning, it is hoped that the teacher in learning will prioritize the instilling of values and building the character of students. Instilling character values can be done through several subjects, one of which is social studies.

Social studies is a subject that prepares students to face social life. IPS essentially examines events, facts, concepts, and generalizations about social symptoms, problems, and phenomena. IPS examines human relations with their environment, related to the causes and effects that arise after a social process is carried out by humans and their environment (Nora, 2018). The social studies subject has the aim of forming citizens who are socially capable and have confidence in their own lives amidst physical and social strengths, who in turn will become good and responsible citizens (Sardijo., Ischak., R. S. Brontolara., 2021).

The purpose of the social studies subject is to develop students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting all inequalities that occur, and to be skilled at dealing with any problems that occur daily both that befall themselves and society (Supardi, 2020). Through social studies students are directed to develop knowledge, understanding, and analytical skills in entering a dynamic social life.

The reality in the field is that there are several problems encountered in the implementation of Social Studies learning by teachers including, problems in planning (making learning media), problems in using media (skills in using learning media), and problems in choosing learning media,

especially those that match the material and methods learning (Putri & Citra, 2019). IPS is one of the non-exact subjects in elementary schools. Where this learning is usually taught conventionally in almost every elementary school, namely by the lecture method so as to create saturation in the learning environment, so that students tend to just be listeners (Sulfemi & Nurhasanah, 2018). A small percentage of teachers deliver textbook material without variation, are monotonous, lack humor, and often use conventional methods, namely lectures which tend to be boring. Another cause is the less than optimal use of learning media such as maps, photos, artifacts and also technology-based media such as internet access and mobile learning (Komar & Winarsih, 2020).

Social studies learning problems are also seen from the limitations of teachers in utilizing facilities, and the lack of infrastructure that supports learning. In addition, the teacher's lack of ability to convey material well causes students to find it difficult to understand learning. In addition, because IPS material is in the form of long descriptions, teachers often use conventional methods in their learning, such as using the lecture and question and answer method (Regiani et al., 2023).

In line with the findings from the research above, the authors also encountered the same thing in several elementary schools in the city of Padang, where teachers lack social studies material, the implementation of social studies learning tends to be textbook, social studies material taught to students is sometimes too broad and general, not universal. contextual and not in accordance with the demands of the curriculum. Teachers tend to only use media images in books or limited media in the classroom such as maps, pictures of heroes and the diversity of Indonesian culture. In addition, teachers tend not to convey the moral messages contained in social studies material.

Elementary school students, when viewed from their cognitive development, as stated by Jean Piaget, are at the concrete

operational level (age 7 to 12 years). At this stage, children can understand the material presented by the teacher if the learning material is presented concretely or contextually. In this case, the teacher must concretize social studies material that is conceptual or abstract. Various innovative methods and media can be used by teachers in conveying social studies material so that the presentation of the material can be more contextual, interesting and interactive. Presentation of contextual material can help teachers explore and instill character values implicitly contained in social studies material. For example, in class V material about "forms of interaction between humans and their environment". Here, the teacher is not only limited to explaining the forms of human interaction and the environment. But further than that, the teacher must be able to issue a message that is behind the material, namely that every human being must have an attitude of tolerance and care for the environment.

Based on these problems, social studies learning should be presented in a more meaningful way and can make a more meaningful contribution to improving human quality, intellectually intelligent, having personal competence, namely responsibility and discipline, social competence, namely being able to adapt, empathize, tolerate, cooperate, trust, sensitivity to social problems that arise in the surrounding environment, and vocational competence in the sense of being able to establish and develop work networks (Komar dan Winarsi, 2020).

Basically, curricularly, various efforts have been made to make education more meaningful for individuals by integrating character values in social studies subjects, not just providing (cognitive) knowledge, but also touching the affective and psychomotor levels (Hartati, 2018). However, in practice the teacher still has not been able to make it happen.

The role of IPS is very important in improving students' social skills. IPS learning

contains materials on how to become a good citizen, democratic, and able to interact in society. The abilities that can be acquired by students through social studies subjects are knowledge, values, attitudes and skills, as well as civic life. Based on this, it is deemed necessary to improve the implementation of social studies learning by elementary school teachers so that social studies learning objectives can be achieved, one of which is by developing character-valued learning media for fifth grade elementary school students.

Referring to these problems, the formulation of the problem in this study is how is the description of social studies learning media development of character value for fifth grade elementary school students? The development of social studies learning media with character values in elementary schools is expected to help teachers design and develop learning materials that not only introduce social studies concepts, but also help students develop positive character values, such as tolerance, cooperation, and honesty. Thus, the purpose of this study is to describe the development of social studies learning media with valid character values for grade V elementary schools.

## **METHOD**

This study uses research and development methods or Research and Development (R&D). R&D is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2014). Activities to discover, develop and validate a product is the goal of research and development. So this research is longitudinal (Haryati, 2012).

The development model used in this research and development is the ADDIE development model developed by Dick & Carry. The ADDIE model has five stages, namely analysis, design, development, implementation and evaluation. This research only reached the development stage. The following describes the stages of the research.

### **a. Analysis**

The analysis carried out at this stage is curriculum analysis, material analysis, and student analysis.

#### **1) Curriculum Analysis**

The curriculum analysis carried out was in the form of a study of the curriculum used, namely the 2013 curriculum. The curriculum analysis consisted of Core Competency (KI) analysis and Basic Competency (KD) analysis. This curriculum analysis aims to develop IPS learning media according to the demands of the curriculum, subject matter boundaries, as well as concepts and knowledge that students must understand.

#### **2) Material Analysis**

Material analysis aims to find out the problems faced by students in understanding a material and appropriate learning strategies for teaching the concept. The problem that was found during the observation was the unavailability of social studies learning media with character values.

#### **3) Student Analysis**

Student analysis aims to see students' understanding of the material presented in the learning process. The results of the analysis show that students do not understand social studies learning material delivered by the teacher and character values have not been formed in students.

### **b. Design**

The design was carried out to make social studies learning media designs based on the analysis that had been done. The steps taken in this stage are:

- 1) Develop outlines of the media which includes determining the sections, sub-sections, and contents of the learning media to be developed.
- 2) Compile and develop material to be included in the media. The material is adapted to basic competencies, indicators and learning objectives.
- 3) Identify the character values that will appear on the media.



4) Designing animated images that are adapted to the learning material.

c. Development

This stage is a process where everything that is needed or that supports everything must be prepared. Researchers develop media according to the design that has been designed. The data collection instrument in this study was by using a questionnaire. This instrument is used as a measuring or assessment tool to obtain data about the validity of social studies learning media with character values. The validation results from the validator for all aspects assessed are presented in the form of numbers in the table.

To determine the validity of the media, the maximum score is determined first and the score obtained from the validation sheet. To process the value of validity used the formula proposed by (Warsiman, 2015).

$$\text{Validity value} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100\%$$

The percentage of media validity results will be interpreted. The following are the interpretation criteria for the percentage validity of the media:

**Tabel 1. Validity Assessment Criteria**

No	Presentase	Kriteria
1	0%-20%	Invalid
2	21%-40%	Less valid
3	41%-60%	Enough valid
4	61%-80%	Valid
5	81%-100	Very valid

## RESULTS AND DISCUSSION

### Presentation of results

Implementation of a mini research on the development of character-valued social studies learning media for grade V elementary schools that has been achieved includes the analysis, design, and develop stages. The following is a description of each stage of the research that has been carried out.

#### a. Analysis

In the analysis stage, (1) Analysis of the social studies curriculum for class V elementary school which includes basic competencies, where the basic competencies developed are analyzing forms of human interaction with the environment and their influence on the social, cultural and economic development of Indonesian society. Then do the translation of basic competencies into indicators and learning objectives. (2) Material analysis. Material analysis is carried out as an initial step in developing material in

the media. The material developed must be based on the indicators and learning objectives that have been formulated and carried out by identifying the concepts of the material that will be developed into media.

The main concepts developed in the media are forms of human interaction with the environment, (3) student analysis. Student analysis was carried out to find out the characteristics of students so that the media developed was at least in accordance with the cognitive development, interests and age of the students. From the results of student analysis it is known that students of grade V elementary school are in the age range of 10 to 11 years. The stage of cognitive development at the age of class V is at the concrete operational stage. Concrete operational means that students can understand everything they learn if the material presented is concrete or real as can be displayed through learning media.

### **b. Design**

The design stage includes the activities of designing and making social studies learning media with character values using the powtoon application. Media is made for one basic competency or 4 meetings. In each media, character values are integrated. In the first media, the character values that emerge are environmental care, social care, tolerance, love for the motherland and hard work. In the second media the character values that emerge

are independent, creative, hard work, responsibility, discipline and social care. In the three media, the character values that emerge are national spirit, love for the motherland, love for peace and tolerance. Furthermore, in the media the four character values that emerge are hard work, discipline, creativity, honesty and independence. The following is an overview of the developed media design.



**Figure 1. Display of Learning Media**



**Figure 2. Display of Social Science Learning Media with Character Values**

### c. Development

At the development stage, the process of testing the validity of the media is carried out. The validity test was carried out by three experts, namely material, language and design experts. Material validation was carried out by Mrs. Dra. Pebriyenni, M.Sc. who is a Lecturer in the PPKN FKIP Study Program at Bung Hatta University, language validation was carried out by Mr. Romi Isnanda, S.Pd., M.Pd. who is a lecturer in Indonesian Language and Literature Education FKIP Bung Hatta

University and the design validation was carried out by Mr. Indra Wijaya, SPd., M.Pd.T. who is a Lecturer at PTIK YPTK at Putra Indonesia University.

### 2. Presentation of Data

The data in this study are in the form of social studies learning media validation data with character values. Validity data was obtained from material validation analysis, language and media design. The following describes the results of the validity of social studies learning media data.

**Table 2. Results of Validation Analysis of Character-Value IPS Media Materials**

No	Assessment Aspects	Score obtained	Max Score	Percentage (%)	Criteria
1	Suitability	19	20	95%	Very Valid
2	Concept truth	10	10	100%	Very Valid
3	Clarity	14	15	93%	Very Valid
4	Legibility	10	10	100%	Very Valid
5	Attractiveness	10	10	100%	Very Valid
	<b>Rata-rata</b>	<b>63</b>	<b>65</b>	<b>96,92%</b>	<b>Very Valid</b>

**Table 3. Results of Language Validation Analysis of IPS Media with Character Values**

No	Assessment Aspects	Score obtained	Max Score	Percentage (%)	Criteria
1	Straightforward	15	15	100%	Very Valid
2	Communicative	14	15	93%	Very Valid
3	Sentence suitability	15	15	100%	Very Valid
	<b>Rata-rata</b>	<b>44</b>	<b>45</b>	<b>97,78%</b>	<b>Very Valid</b>

**Table 4. Results of Validation Analysis of IPS Media Design with Character Values**

No	Assessment Aspects	Score obtained	Max Score	Percentage (%)	Criteria
1	Layout	9	10	90%	Very Valid
2	Text	9	10	90%	Very Valid
3	Color	10	10	100%	Very Valid
4	Figure	14	15	93,33%	Very Valid
5	Usage	14	15	93,33%	Very Valid
	<b>Rata-rata</b>	<b>56</b>	<b>60</b>	<b>93,33%</b>	<b>Very Valid</b>





### 3. Product revision

The results of the media validation on the material aspects carried out included several suggestions from the material

validator. Based on these suggestions, the media was revised. The following describes the results of the media revision seen from the material aspect.



**Table. 5 Product revision**

<p>1</p>	 <p>Add animated images related to the material and display character values according to the material</p>	 <p>Animated images and character values according to the material have been added</p>
<p>2</p>	 <p>Come up with character values according to the material</p>	 <p>Character values according to the material have been raised</p>



## **DISCUSSION**

Based on the research results it is known that material validation is obtained with an average of 96.92% with very valid criteria. The validity of the suitability of the material with the curriculum was obtained at 95%, which means that the synchronization between the material and the competence and development of students is very good. The validity of the correctness of the concept is obtained by 100%, meaning that the adequacy and sharpness of the material is also very good. The clarity validity was obtained at 93%, which means that the material in the media is described in a systematic and very clear manner. The legibility validity was obtained by 100%, meaning that the media has used letters, proportional fonts, the words used are appropriate and in accordance with the rules of the Indonesian language. Furthermore, the attractiveness validity was obtained by 100%, which means that IPS media has a character that has a very attractive design or appearance. Where the media displays proportional color integration and displays animated images and images supporting material that can attract students' attention. Interesting media is media that can present material in the form of pictures and learning videos (Yunita et.al, 2022). The learning media used must adapt to the needs of students and teachers (Muhson, 2010).

The average validity of the media in the design aspect was 93.33% with very valid criteria. The validity of the design aspect for the layout assessment aspect was obtained at 90%, which means that the media has been arranged systematically and attractively. In the aspect of evaluating the text on the media, it is obtained by 90%, which means that the use of letters and fonts is proportional. In the aspect of using color in the media, it was obtained at 100%, which means that the use and integration of colors in the media is very good and attractive. The aspect of assessing images on the media was 93.33%, which means that animated images and supporting images for

the material contained in the media are in accordance with the material and are concrete and can help students understand the material. Furthermore, for the usage assessment aspect, it was obtained at 93.33%, which means that the media can be used easily and anywhere by students. Thus it can be concluded that IPS learning media has character values for class V of elementary school declared valid or can be used as one of the learning media in class V of elementary school. Interesting media is media that presents very interesting images and explanations of material that are easy to understand so that they can help students understand learning material (Rahmi et al., 2022).

The average validity of the media on the language aspect was obtained at 97.78%. Where the validity of the straightforward assessment aspect is obtained by 100%, which means that the material in the media uses language that is straightforward or very clear. For the aspect of communicative assessment, it was obtained by 93%, which means that messages or information presented in the media can encourage students' interest in learning and can help students in instilling character values. The aspect of assessing the conformity of sentences with students is obtained by 100%, which means that the sentence or language used in the media does not cause confusion and the language used is in accordance with EBI. All material can be presented to students through the use of appropriate learning materials. Appropriate learning materials can instill concepts correctly, concretely and realistically (Nora et.al, 2022). Media that can be used in learning is a valid media (Mukholifa et al, 2020). From the results of the three aspects of validation, social studies learning media with character values can be used as one of the learning media which is expected to help teachers develop student character and this research can be continued to the trial phase.

## CONCLUSIONS

Based on the results and discussion, a conclusion can be drawn that IPS learning media has character values for grade V elementary schools that are developed to be used in the learning process and are expected to help teachers to shape and develop student character. This is supported by the eligibility or validity of the media both from the aspects of the material, language and designs contained in the media.

## RECOMMENDATIONS

Based on the conclusions, it is expected that fifth grade elementary school teachers can use character-valued learning media in learning as an alternative to shape and develop student character.

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