

Thematic learning for character excellence: Developing an education module for primary students

Usep Soeupudin * 

Universitas Pendidikan Indonesia, Indonesia

soeupudinusep@upi.edu

Dasim Budimansyah 

Universitas Pendidikan Indonesia, Indonesia

budimansyah@upi.edu

Mupid Hidayat 

Universitas Pendidikan Indonesia, Indonesia

hidayatmupid@upi.edu

Momod Abdul Somad 

Universitas Pendidikan Indonesia, Indonesia

somad100@upi.edu

*Corresponding Author

Article Info

Article History

Submitted:

22 May 2025

Revised:

4 June 2025

Accepted:

19 August 2025

Keywords

good character; thematic module; digital media.

Abstract

This study designs and develops the Citizenship Education model to strengthen students' character. We must continuously create several learning models to reinforce students' positive character. They stay enthusiastic about finishing the lecture on time and do not let life's challenges erode their spirit. They used development research. We obtain the analysis results from several stages: first, we identify problems and carry out task analysis; second, we conclude learning objectives during the design phase; third, we create patterns and utilise digital media in development; fourth, we apply the designed learning pattern in Implementation; and fifth, we observe whether the created learning pattern aligns with our initial beliefs during evaluation. The development of the ADDIE instructional model leads to the next stage, which adapts to create the Citizenship Education learning model known as MPC (Modification of Project Citizen). This model focuses on digital media and develops Citizenship Education to strengthen students' character. This study introduces a novel Citizenship Education learning model that utilises interactive digital media to effectively deliver material and systematically shape students' citizenship character in the context of the digital era.

Article Link: <https://jurnal.uny.ac.id/index.php/civics/article/view/85605>

Introduction

Elementary schools must provide students with civic education to foster the development of an informed and open-minded Indonesian identity at a young age. The purpose of this educational process is to cultivate a democratic society that is founded on the principles of



Pancasila, the Constitution of 1945, and the norms that are already in place at the national level (Somantri & Winataputra, 2017; Winataputra, 2016). Recent research, on the other hand, has shown that the internalisation of Pancasila's moral and ethical values continues to be a significant challenge. This challenge manifests itself in deviations in character development within educational institutions and society (Natalia et al., 2021; Nurizka et al., 2020). To address these challenges and cultivate future citizens with a strong character that is based on the Pancasila, the education system needs to undergo continuous reforms, improvements, and strategic adjustments (Maftuh, 2022; Masrukhi et al., 2024).

The government of Indonesia has also made significant progress in enhancing the moral foundation of Pancasila throughout the entire learning process, beginning with Early Childhood Education and continuing through Secondary Education level. Pancasila's moral teachings are directly and indirectly integrated through various educational activities (Achadi & Fithriyana, 2020; Lapsley & Yeager, 2012; Prakoso et al., 2024).

Pancasila is a value system encompassing values fundamental to the Indonesian people's identity and representing the nation's distinctive characteristics. It is of the utmost importance to maintain this identity by transmitting the principles of Pancasila to subsequent generations, and education is the primary means by which this transmission can take place (Nurizka et al., 2020).

A growing emphasis on the role that character education plays in shaping the moral foundation of citizens has made it a focal point in Indonesia's educational landscape since 2011. Character education has been a focal point since 2011. Narvaez & Lapsley (2008) notes that the most important discussions centre on the different types of character that need to be developed and the strategies that effectively contribute to this development. People generally understand that character encompasses moral life's cognitive, emotional, and behavioural aspects. These aspects include understanding, caring, and acting according to ethical principles (Jones & Stoodley, 1999; Shields, 2011). For character education to succeed in schools, memorising these lessons is not enough; instead, they must be incorporated into various subjects.

Civic education, which seeks to mould citizens who are responsible and ethical, is one of the possibilities for incorporating character education into the curriculum. In contrast, the formation of such citizens cannot be accomplished solely through a top-down approach; instead, it calls for a contextual bottom-up strategy (Suyato, 2023; Suyato et al., 2023).

The Indonesian government has implemented the Independent Curriculum as part of its efforts to enhance the quality of education at the national level. This curriculum grants educators greater autonomy in designing and developing learning plans using innovative methods and models. This curriculum addresses existing challenges, particularly the lack of teacher competence in creating effective learning designs that use modules.

Modules are essential tools that are designed to improve the learning process by systematically organising learning units and providing clear guidance for everyone involved in the learning process, including students and teachers. In addition to assisting students in engaging in well-structured activities that contribute to their academic development, these modules make it possible for students to learn independently.

When developing a strong and resilient character in elementary school students, Pancasila and Citizenship Education (PCE) play a significant role. When forming a generation capable of making positive contributions as ethical citizens, Pancasila, which serves as the philosophical foundation of the Indonesian state, embodies values such as social justice, unity, and equality. These fundamental principles are highly relevant. Within the framework of this educational environment, Pancasila functions as a guiding framework for character development, instructing values such as tolerance, cooperation, and social responsibility.

This research presents a novel approach through the development of a PCE thematic module specifically designed to integrate the philosophy, history, legal basis, and core values of Pancasila in the process of moulding a character that is both resilient and good in elementary school students. In addition to being in line with implementing the Independent Curriculum, this provides several inventive contributions. To begin, the holistic approach enhances the Civic

Education module by explicitly integrating the philosophical, historical, and legal dimensions of Pancasila. This goes beyond simply internalising the moral values described in the Pancasila. The second point is that the bottom-up contextual strategy addresses the limitations of the top-down approach by developing modules in the Independent Curriculum that are responsive to the needs of teachers. Third, this research contributes to the development of the Independent Curriculum by allowing educators to design learning plans based on modules capable of meeting the challenges of developing effective teaching practices. Finally, this research aims to target the development of a good and resilient character directly as a tangible outcome of the civic education process, which is fully integrated with the values of Pancasila-based education.

Method

This study employs a Research and Development (R&D) methodology utilising the ADDIE development model, as articulated by Branch (2009), with adaptations tailored to the specific requirements of the research context. The development process adheres to Yuwana & Indarti (2023) stages, guaranteeing a methodical and organised approach to module creation. The phases of the ADDIE model utilised in this study are as follows:

1. Analysis

The main goal of this phase is to perform a thorough needs assessment. Several essential activities are conducted, including: (a) needs assessment to identify deficiencies in existing instructional materials; (b) student evaluation to ascertain the learning characteristics and requirements of the target population; (c) curriculum evaluation to align the module with educational standards and objectives; and (d) content evaluation to guarantee that the material is pertinent, current, and appropriate for the intended audience.

2. Design

At this stage, the module's instructional design is formulated according to the Problem-Based Learning (PBL) model delineated by Gymnastiar (2019). The design process encompasses the formulation of the Module Content Outline (GBIM), the selection of reference materials, the delineation of module attributes, and the development of assessment instruments. The GBIM functions as the essential framework for the module, offering a systematic outline for content creation. The design phase guarantees the module's framework is systematically arranged and its content corresponds with the specified learning objectives.

3. Development

At this stage, the module is developed per the PBL model. The module addresses real-world challenges associated with the theme "Globalisation and Love for the Motherland," which students will collaboratively resolve in groups. After development, the module is subjected to validation by subject-matter experts who evaluate its content, structure, and pedagogical coherence. Modifications are implemented in response to expert feedback to improve the module's quality and pertinence.

4. Implementation

The implementation phase signifies the first engagement between the developed module and the intended students. This phase entails the module's presentation to the students, emphasising the learning process. The essential elements of this phase comprise: (a) equipping educators to present the module content proficiently, (b) priming students for engaged involvement in learning activities, and (c) guaranteeing that the learning environment is favourable for Problem-Based Learning (PBL), with sufficient resources and support for collaborative engagement.

5. Evaluation

Evaluation is an ongoing process that transpires at every phase of module development. The efficacy and practicality of the module based on the Problem-Based Learning model are evaluated through expert validation and student response surveys. The evaluation data are examined to ascertain the module's viability, ensuring alignment with the educational objectives of fostering Civics literacy on the theme "Globalisation and Love for the Motherland."

Modifications are implemented in response to feedback to enhance the module's quality and efficacy.

Results and Discussion

Findings of Good and Resilient Character: Character-Based Thematic Module Development for Elementary School Students

Analisis Stages

First, analysis of teacher needs. Researchers distributed teacher and student needs questionnaires to assess local reading teaching media needs. To adapt locally based reading teaching materials to shared teacher and student needs. According to the needs questionnaire recapitulation, elementary school teachers have not used thematic learning modules. Elementary school learning only uses school-provided textbooks. The material covers subject book content without integrating student character development. Teachers also support Good and Resilient character-based Civic Education thematic modules for elementary school students to engage them.

Second, the student needs an analysis. Researchers also surveyed elementary school students about the need for Good and Resilient Character Civic Education thematic modules. The questionnaire recapitulation showed student interest and need for a Civic Education thematic module based on elementary school students' Good and Resilient Character. Some elementary school students have only read the Good and Resilient Character character-based Civic Education thematic module. Because the teacher only covers textbook material. The student needs guidance material and design choices. Elementary students prefer Civic Education modules with written images.

Third, analysis of materials. Material analysis selected and determined material for developing Good and Resilient Character character-based Civic Education thematic modules for elementary school students using the Problem-Based Learning model. Next, details and organisation are needed to create problem-based, learning-based, thematic civic education modules. This research will discuss the theme "Globalisation and Love for the Homeland" for class VI at the elementary school. By adopting it as a daily lifestyle, students are expected to develop three dimensions of the Pancasila Student Profile: faith, devotion to God Almighty, noble character, working together, and critical reasoning. Table 1. Civic Education thematic module matrix for Good and Resilient Characters.

Table 1.

Civic Education Thematic Module Matrix Based on Good and Resilient Character Characters

No.	Sub Theme	Character Sincere	Good Honest	Tawadhu	Character Brave	Strong Discipline	Responsibility
1	Globalization Around Me	√				√	√
2	Globalization and its benefits		√	√	√	√	
3	Globalization and Love for the Motherland		√	√			

Sources: Research Data, 2024.

Design Stage

The design phase commenced following the researchers' data acquisition from analysing student and teacher requirements. The researcher subsequently created a media design prototype. The Civic Education thematic module encompasses the development of students' virtuous and resilient character. This module seeks to cultivate students' commendable and resilient character, exemplary character in comprehension and mental fortitude. The second phase of the ADDIE development model is Design. This phase involves designing components for developing Civic Education thematic modules for sixth-grade elementary school instruction. The design phase is delineated as follows.

First, the development of criteria assessments. Test preparation is required to establish the evaluation format for the Civic Education thematic module aimed at elementary school students, focusing on developing students' Good and Resilient Character. This assessment evaluates students' listening skills to provide an overview of the module's effectiveness. Civic Education encompasses the development of students' virtuous and resilient character. This research employs a written essay test comprising 25 questions administered to students.

Second, selection of educational media. The selection of educational media aims to identify resources that align with the characteristics of the students. Selecting media that align with the content and the available facilities and infrastructure at the school is a critical consideration for researchers. In this study, the researcher selected a Civic Education thematic module focused on cultivating students' Good and Resilient Character as a medium for delivering the instructional content to be implemented. Several reasons specifically drive this. The selection of the Good and Resilient Character character-based Civic Education thematic module encompasses the development of students' Good and Resilient Character, as observations indicate that the accompanying book serves solely as a thematic resource for learning, lacking any LKS materials. Educators and learners exclusively utilise textbooks in the educational process, concentrating on the content delineated in the government-issued reference materials. The thematic module design for Civic Education, centred on Good and Resilient Character, aims to cultivate students' character engagingly to enhance their enthusiasm for learning. The developed modules feature vibrant colours and images to enhance student engagement in listening and reading activities. This aligns with the attributes of sixth-grade elementary school students.

Figure 1.
Prototype of Civic Education Thematic Module Based on Good and Resilient Character Characters

Design View	Information
	Attachments consist of: 1. Student worksheet 2. Teacher and Student Reading Materials

Sources: Research Data, 2024.

Third, choice of format. This stage involves determining the format of learning tools aligned with the character-based Civic Education thematic module, which focuses on cultivating students' Good and Resilient Character. Learning formats structure and organise educational

content, strategies, methodologies, and resources. Researchers employ the Problem-Based Learning model in conjunction with the Module. This indicates that researchers desire students to successfully engage in questions, evaluative tasks, and learning activities.

Fourth, initial design. The preliminary design constitutes the initial step in developing a Civic Education thematic module to cultivate students' Good and Resilient Character. Researchers will elucidate the manufacturing process. The development of character-based thematic modules encompasses: Content Planning; Theme and Design Selection; Content Preparation; Trial and Revision; Incorporation of Interactive Features; Evaluation and Feedback; the teaching module is finalised for use. Table 2 presents the prototype of the character-based Civic Education thematic module, which encompasses the development of students' Good and Resilient Character.

Development Stage

This stage aims to produce the final product of the Civic Education thematic module, containing the formation of students' Good and Resilient Character. This activity aims to provide an assessment of the module products being developed. This development stage is carried out by testing the material's content, design, and suitability of the language used with experts. The results of the validity of the teaching module development product were obtained from the validation assessment results of material experts and teaching media experts for character-based thematic modules.

Implementation Stage

At this stage, a large-scale trial or application of the product that has been developed is carried out, namely a character-based Civic Education thematic module containing the formation of students' Good and Resilient Character. At this stage, it will also be implemented in 5 classes, which will be used as experimental and control classes. The experimental class is used to apply products developed by researchers, while the control class is the comparison class whose learning activities use teaching materials available at school. This Implementation was carried out to determine the feasibility of the module before and after.

Evaluation Stage

This evaluation stage is an overall evaluation. Input from validators and students is considered so that the Good and Resilient Character character-based Civic Education thematic module that has been created becomes better.

Discussion on the Development of Civic Education Thematic Modules Based on Good and Resilient Character Characters

Researchers in developing character-based Civic Education thematic modules include forming students' Good and Resilient Character using research and development procedures from ADDIE. The character-based thematic module contains the formation of students' Good and Resilient Character, starting with the first finding Analysis. At this stage, a needs analysis activity is carried out through research and literature studies with product development requirements that suit user needs.

At the analysis stage, researchers analysed the needs of teachers and students. In analysing potential problems by carrying out pre-research activities, namely, identifying problems through observations and interviews with class teachers. During the interview process with the teacher, it was discovered that the learning resources used by the teacher were still limited and not optimal. Here, the teacher is only guided by thematic books, namely, the teacher's and students' books, without any media development in conveying messages or student teaching and learning processes. The material coverage is so broad that it is only taught through reading and understanding the material's content in the available books. So researchers found that using media related to learning content material was not optimal. Based on the problems found in the analysis, the researcher developed, in the next stage, namely the design (or design stage) of a character-based thematic module containing the formation of students' Good and Resilient Character. The character-based thematic module contains the

formation of the student's Good and Resilient Character. It contains Definitions, material on the theme "Globalisation and Love of the Homeland " containing Good and Resilient characters, and Implementation of character content.

Teachers and students can also use this module to provide knowledge that is easier for students to understand. Students can more easily understand the content of the material presented because it is arranged in detail. This module was designed using the Canva application.

The third stage is Development, which contains the media suitability assessment validation by a team of media experts, language experts and material experts. In assessment validation, the module design created by the researcher is assessed, followed by media experts and the coverage of the material content by material experts. The results of the media assessment and suggestions provided by the expert team will then be used to improve the media.

The fourth stage is Implementation; this stage contains trials of products developed on research subjects and sample populations. Conduct trials in the experimental class and control class with 250 students. This stage was conducted to determine the data from before and after treatment on students using the teaching module.

The final stage of the ADDIE model is evaluation; this stage is carried out to determine the advantages and disadvantages of the product used. Then, input from external parties will be received to improve the product.

Findings on the feasibility of discussing the development of a Good and Resilient Character character-based Civic Education thematic module.

Media Expert Validation

Development activities begin with assessing or validating character-based thematic modules containing the formation of students' Good and Resilient Character, which will be given to validators in their fields. Experts evaluate product results to determine whether the product that has been developed is valid or not. If the product validation results show less validity, improvements or revisions must be developed to produce the desired product. Several experts carried out this validation activity in stages. The average score presented in this module, obtained from the media expert validation results, is 90% and is included in the criteria for being very valid and suitable for use. The input from the media expert validator is to include the UPI logo on the cover page or title of the teaching module. Figure 2 shows the revised results from media experts.

Figure 2.

Revised Results of Media Expert Validation

Before		After	
MODUL AJAR GLOBALISASI DAN CINTA TANAH AIR OLEH: USEP SOEPUDIN		MODUL AJAR GLOBALISASI DAN CINTA TANAH AIR OLEH: USEP SOEPUDIN	
			
MODUL AJAR KURIKULUM MERDEKA SEKOLAH DASAR (SD)		MODUL AJAR KARAKTER BAIK DAN KUAT SEKOLAH DASAR (SD)	
Nama Penyusun	: Usep Soepudin	Nama Penyusun	: Usep Soepudin
Mata Pelajaran	: PPKn	Mata Pelajaran	: PPKn
Kelas/Semester	: VI (Enam) / II (Genap)	Kelas/Semester	: VI (Enam) / I (Genap)

Sources: Research Data, 2024.

Linguist Validation

Linguist validation was carried out to determine the completeness of the language presentation in the Civic Education thematic module, including the formation of students' Good and Resilient Character, and the suitability of the language to be used with elementary school students. The average score presentation obtained from the validation results of language experts in this module is 89% and is included in the criteria for being very valid and suitable for use. As for suggestions and input, the meaning of "sincerity" was previously too difficult for elementary school children to understand. Figure 3 shows the revision results before and after revision from language expert validators.

Figure 3.

Linguist Expert Validation Revision Results

Before	After
B. BAHAN BACAAN GURU & PESERTA DIDIK Ikhlās adalah salah satu rahasia hati yang tidak akan bisa diketahui siapapun kecuali Allah SWT, bahkan ikhlās berada pada permulaan amal-amalan hati, sebab diterima berbagai amal tidak akan menjadi sempurna kecuali dengan ikhlās. Maksud ikhlās disini adalah menghendaki keridhaan Allah dengan suatu amal, membersihkan dari segala noda individual maupun duniawi.	B. BAHAN BACAAN GURU & PESERTA DIDIK Ikhlās adalah kata dalam bahasa Arab yang memiliki arti "sungguh-sungguh" atau "dengan tulus". Dalam konteks agama Islam, ikhlās sering kali diartikan sebagai keikhlasan hati dalam beribadah kepada Allah SWT tanpa mengharap pujian atau penghargaan dari manusia. Maksud ikhlās disini adalah menghendaki keridhaan Allah dengan suatu amal, membersihkan dari segala noda individual maupun duniawi.

Sources: Research Data, 2024.

Material Expert Validation

Material expert validation is carried out to determine the completeness of the material presented in the Character-Based Thematic Module, including the formation of students' Good and Resilient Character, and the provisions of the material that will be given to students. The average score presentation obtained from the validation results of material experts in this module is 89% and is included in the criteria for being very valid and suitable for use. The input from the Material Expert validator is to add or expand further material about sincerity, and the maximum number of members is 4 (1 group leader and 3 group members). Figure 4 shows the results of revisions from material experts.

Table 6.

Revision Results of Material Expert Validation

Before	After
merugi sekiranya Anda tidak disanjung orang lain. Demikian pula, janganlah gusar jika Anda menjadi orang yang tercela di mata manusia, tetapi menjadi manusia terpuji dan terhormat di sisi Allah." Meski demikian, ucapan para ulama tersebut bukan menyeru agar kita mengasingkan diri dari khalayak ramai (zulah). Ucapan itu adalah peringatan agar dalam mengauri kehidupan kita tidak terjebak pada jerat hawa nafsu ingin mendapat pujian manusia. Apalagi, para nabi dan orang-orang saleh adalah orang-orang yang populer. Yang dilarang adalah meminta nama kita dipopulerkan, meminta jabatan, dan sikap rakus pada kedudukan. Jika tanpa ambisi dan tanpa meminta kita menjadi dikenal orang, itu tidak mengapa. Meskipun itu bisa menjadi malapetaka bagi orang yang lemah dan tidak siap menghadapinya. 2. Ikhlas ada saat Anda mengakui bahwa diri Anda punya banyak kekurangan Orang yang ikhlas selalu merasa dirinya memiliki banyak kekurangan. Ia merasa belum maksimal dalam menjalankan segala kewajiban yang dibebankan Allah SWT, karena itu ia tidak pernah merasa ujub dengan setiap kebaikan yang dikerjakannya. Sebaliknya, ia cemas apa-apa yang dilakukannya tidak diterima Allah SWT karena itu ia kerap menangis. <i>Modul Ajar PPKn SD Kelas VI</i> <i>Modul Ajar Kurikulum Merdeka</i> Aisyah r.a. pernah bertanya kepada Rasulullah SAW tentang maksud firman Allah SWT: "Dan orang-orang yang mengeluarkan rezi yang dikumpulkan kepada mereka, sedang hati mereka takut bahwa mereka akan kembali kepada Tuhan mereka." Apakah mereka itu orang-orang yang mencuri, orang-orang yang berzina, dan para pemimpin minuman keras, sedang mereka takut akan siksa dan murka Allah "Azza Wa Jalla"? Rasulullah SAW menjawab, "Bukan, wahai Putri Abu Bakar. Mereka itu adalah orang-orang yang rajin shalat, berpuasa, dan sering bersewakah, sementara mereka khawatir amal mereka tidak diterima. Mereka bergegas dalam menjalankan kebaikan dan mereka orang-orang yang bertakwa." (Ahmad). 3. Keikhlasan hadir ketika Anda lebih cenderung untuk menyembunyikan amal kebajikan Orang yang tulus adalah orang yang tidak ingin amal perbuatannya diketahui orang lain. Ibarat pohon, mereka lebih senang menjadi akar yang tertutup tanah tapi menghidupi keseluruhan pohon. Ibarat rumah, mereka pondasi yang berkalang tanah namun menopang keseluruhan bangunan.	5. Keikhlasan ada ketika Anda mengutamakan keridhaan Allah daripada keridhaan manusia Tidak sedikit manusia hidup di bawah bayang-bayang orang lain. Bila orang itu menuruti pada keridhaan Allah, sungguh kita sangat beruntung. Tapi tak jarang orang itu memaki kekuasaannya untuk memaksa kita bermaksiat kepada Allah SWT. Di sinilah keikhlasan kita diuji. Memilih keridhaan Allah SWT, atau keridhaan manusia yang mendominasi diri kita? Pilihan kita seharusnya seperti pilihan Masyitoh si tukang sisir anak Fir'aun. Ia lebih memilih keridhaan Allah daripada harus menyembah Fir'aun. 6. Ikhlas pada saat Anda cinta dan marah karena Allah Adalah ikhlas saat Anda menyatakan cinta dan benci, memberi atau menolak, ridha dan marah kepada seseorang atau sesuatu karena kecintaan Anda kepada Allah dan <i>Modul Ajar PPKn SD Kelas VI</i> <i>Modul Ajar Kurikulum Merdeka</i> keinginan membela agamanya, bukan untuk kepentingan pribadi Anda. Sebaliknya, Allah SWT mencela orang yang berbuat kebalikan dari itu. "Dan di antara mereka ada orang yang mencela tentang (pembagian) zakat. Jika mereka diberi sebagian daripadanya, mereka bersenang hati, dan jika mereka tidak diberi sebagian daripadanya, dengan serta merta mereka menjadi marah." (At-Taubah: 58) 7. Keikhlasan hadir saat Anda sabar terhadap panjangnya jalan Keikhlasan Anda akan diuji oleh waktu. Sepanjang hidup Anda adalah ujian. Ketegaran Anda untuk menegakkan kalimatnya di muka bumi meski tahu jalannya sangat jauh, sementara hasilnya belum pasti dan kesulitan sudah di depan mata, amat sangat diuji. Hanya orang-orang yang mengharap keridhaan Allah yang bisa tegar menempuh jalan panjang itu. Seperti Nabi Nuh a.s. yang giat tanpa lelah selama 950 tahun bertakwah. Seperti Umar bin al-Khattab yang berkata, "Jika ada seribu mujahid berjuang di medan juang, aku satu di antaranya. Jika ada seratus mujahid berjuang di medan juang, aku satu di antaranya. Jika ada sepuluh mujahid berjuang di medan juang, aku satu di antaranya. Jika ada satu mujahid berjuang di medan juang, aku satu di antaranya."

Sources: Research Data, 2024.

Based on the results of analysis from media experts, material experts and language experts, the average percentage was 89%. So if it is converted to the existing criteria, the Civic Education teaching module containing the Good and Resilient Character formation of students is said to be very valid and can be used.

Teacher response questionnaire results

The teacher response questionnaire assesses responses regarding the Civics thematic modules given to 5 class teachers. Researchers gave questionnaires after teachers observed learning by implementing Character-Based Thematic Modules in product trials. This questionnaire contains 15 questions, which are equipped with a notes column. If necessary, the teacher fills the note column to provide input or suggestions to improve teaching materials. Based on the teacher response questionnaire results, an average score of 3.53 was obtained with very adequate criteria.

Student Response Questionnaire Results

The student response questionnaire is an instrument for assessing responses to the Civic Education thematic modules given to students. This questionnaire is given to students after taking part in a product trial with material to explore new information contained in the module being developed. The results of the questionnaire are analysed and then revised if necessary. Based on the questionnaire results, student responses show that the criteria are feasible.

Discussion of the feasibility of developing a Civic Education Thematic Module Based on Good and Resilient Character Characters

The results of research by media experts were carried out to test the feasibility of presenting the module with the total average presentation score obtained from the results of media experts being 90% and included in the criteria for being very valid and sound to use because media must be interesting in order to motivate students to learn. The validation results by language experts on the module show a total average presentation score of 89% and are included in the criteria of being very valid and suitable for use. The validation results by material experts are related to several theories regarding accuracy with learning objectives and suitability for the topic being taught. Based on the analysis results from the three validators, namely media experts, language experts and material experts, they will be combined, and then the average percentage result obtained is 89%.

The following eligibility for the Character-Based Thematic Module was carried out by giving questionnaires to representatives of 50 students and 5 class teachers, which was carried

out at public elementary school 204 Cidadap, public elementary school Cirateun, public elementary school Panorama, public elementary school Cimbuleuit, and public elementary school Isola. The aim is to find out the responses of teachers and students to the Character-Based Thematic Module. The results of the average percentage of student responses carried out on representatives of 50 students obtained an average percentage value of 100%. It can be concluded that the feasibility of the module is in the "Very Eligible" category. Meanwhile, the average teacher response to the module was 3.53. It can be concluded that the module's serviceability is in the "Very Feasible" category.

Findings on the Effectiveness of Developing Civic Education Thematic Modules Based on Good and Resilient Character Characters

Preliminary Data Analysis

In this case, student learning outcomes help determine the effectiveness of the Civic Education module. The student learning results in this research were seen in the *pretest* and *posttest scores* in the form of questions. *Pretest* learning scores are obtained when students have not used the Civic Education module during learning activities. Meanwhile, *posttest* scores are obtained when students have used the Civic Education module during learning.

This research tested normality, which helps determine whether the pretest and posttest results are distributed normally among students. The normality test can make it easier for researchers to find which data analysis technique to use. In this study, the technique for calculating normally distributed data is a parametric statistical technique, and the normality test is calculated using *the Kolmogorov-Smirnov test formula* with the help of the SPSS 25 application. Based on the normality test results, the pretest and posttest values have a significant value of 0.067, which means they are typically distributed because they meet the criteria ($\text{sig} > 0.05$).

Final Data Analysis

This stage involves experimental and control research. Five public elementary schools are involved: 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola. There were 250 students, 133 from the experimental and 117 from the control classes. The field trial had three pretests and a posttest on Civics lessons in experimental and control classes.

Pretest results at public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola. This pretest assessed students' Civic Education scores in the experimental and control classes before using the teaching module. Following pretest results, data processing yields the average, smallest, and most significant scores. Pretest percentages in the experimental and control classes show that the experimental class has a higher percentage. The experimental class scored 28% on pretests and the control class 25%.

Posttest results for public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola. In experimental and control classes, this post-test measured students' Civic Education scores after treatment with the Civic Education teaching module—process and average post-test results, smallest to largest score. The experimental class has a higher posttest percentage than the control class. Experimental class posttest scores were 80% and control class scores were 72%.

Average pretest-posttest differences between experimental and control classes. After finding the average of the pre-test and post-test results, the researchers performed an N-Gain and paired sample test to determine if the students' Civic Education teaching module improved critical thinking. According to the N-gain score test, the average increase was 0.61, and the average difference was 28, which was Medium. This increase indicates that students at public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola use Civic Education teaching modules in their Good and Resilient Character content.

Pretest results at public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola. This pretest assessed students' Civic Education scores in the experimental and control classes before using the teaching module. Following pretest results,

data processing yields the average, smallest, and most significant scores. Pretest percentages in the experimental and control classes show that the experimental class has a higher percentage. Pretest scores were 34% for the experimental and 29% for the control classes.

Posttest results for public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola. In experimental and control classes, this post-test measured students' Civic Education scores after treatment with the Civic Education teaching module—process and average post-test results, smallest to largest score. The experimental class has a higher posttest percentage than the control class. Experimental class posttest scores were 83% and control class scores were 80%.

Average pretest-posttest differences between experimental and control classes. After finding the average of the pre-test and post-test results, the researchers performed an N-Gain and paired sample test to determine if the students' Civic Education teaching module improved critical thinking. The N-gain score test showed a 0.63 increase and a 29.5 difference, which is Medium. This increase indicates that students at public elementary schools 204 Cidadap, Cirateun, Panorama, Cimbuleuit, and Isola use Civic Education teaching modules in their Good and Resilient Character content.

Pretest/Posttest Average Difference. Parametric statistical methods were used to compare mean pretest and posttest scores for normally distributed data using SPSS 26's t-test formula. The difference in average pretest and posttest scores using SPSS 25 shows a sig (2-tailed) value of 0.000. A paired t-test (paired sample test) indicates a significant difference between Civic Education teaching module results on pretest and posttest if the sig (2-tailed) value is <0.05 . In contrast, a sig (2-tailed) value of > 0.05 indicates no significant difference between the pretest and posttest Civic Education teaching modules. The t-test results indicate a substantial difference between Civic Education teaching module results in pretest and posttest data, with a sig (2-tailed) value of $0.000 < 0.05$.

Discussion of the Feasibility of Developing a Civic Education Thematic Module Based on Good and Resilient Character Characters

Usability proves this Civic Education thematic module works. Civic Education theme modules. This makes learning more efficient and engaging, so students can understand the material without reading textbooks. The pretest percentage results for the experimental class were higher than the control class, with an N-gain value of 0.61 and an average difference of 28 (Medium). The experimental class also had higher post-test percentage results than the control class, with an N-gain of 0.63 and an average difference of 29.5 in the medium category. This increase indicates the use of the Civic Education teaching module. This works for Good and Resilient Character in students. A T-test or paired sample test with a value of 0.000 indicates a significant pretest-post-test difference. The t-test results suggest an essential difference between pre-test and post-test data, with a sig (2-tailed) value of $0.000 < 0.05$.

This product may assess module information delivery, audience engagement, and positive impact. The module provides structured and systematic information to help students learn independently and achieve their goals (Barbosa & Maldonado, 2008). It also helps students understand the module's material by summarising or simplifying it in language that matches their level of development (Asfiya et al., 2024; Salmia et al., 2024).

Interactivity can increase students' interest and focus on Civic Education's Good and Resilient Character teaching module. This allows the audience to actively participate in understanding and reflecting on this civic education module about students' Good and resilient character. Student learning outcomes change when they participate.

Conclusion

The ADDIE-based Civic Education module for elementary school students to develop strong character showed promising results. Media, language, and material experts gave the module an average score of 89%, making it very valid. Teaching and learning with hyperlinked PowerPoint media was also feasible, with teachers scoring 3.53 and students scoring 100%. In the effectiveness test, the average N-gain value increased by 0.61–0.63 and the pretest–posttest

difference was 28–29.5, which is moderate. A 2-tailed t-test using SPSS 25 revealed a significant difference between pretest and posttest results ($0.000 < 0.05$). All ADDIE model stages, including evaluation, were systematic. Analysis determines student needs and the Civic Education context relevant to character formation. The design stage creates module structure, learning objectives, and hyperlinked interactive media. Experts validate the module and media during development to ensure content and appearance. After testing the module in several elementary schools, teachers and students reported positive responses and significant learning improvements.

Further research should test the module in more diverse schools to determine its generalisability. Interactive digital-based learning media, like apps or LMS platforms, can be innovative. In addition, longitudinal studies can measure the module's long-term impact on student character formation. Qualitative methods like interviews and observations can enhance student learning and character development research.

Disclosure Statement

The authors do not have any potential conflict of interest to disclose.

Funding Statement

This work does not receive funding.

Ethics Approval

There is no ethics approval needed.

References

- Achadi, M. W., & Fithriyana, N. L. (2020). Integration of Pancasila values in student books of Islamic religious education and character at high school level. *Jurnal Pendidikan Agama Islam*, 17(2), 119–136. <https://doi.org/10.14421/jpai.2020.172-02>
- Razi, P. (2024). Development of e-module for independent learning of physics material based on independent curriculum. *International Journal of Information and Education Technology*, 14(5), 761–769. <https://doi.org/10.18178/ijiet.2024.14.5.2100>
- Barbosa, E. F., & Maldonado, J. C. (2008). Specialization and instantiation aspects of a standard process for developing educational modules. In *Communications in Computer and Information Science: Vol. 17 CCIS* (pp. 503–518). https://doi.org/10.1007/978-3-540-88479-8_36
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Gymnastiar, A. (2019). *Karakter BaKu: Ikhtiar membangun generasi muda islami*. MQS Publishing.
- Jones, S. C., & Stoodley, J. (1999). Community of caring: A Character education program designed to integrate values into a school community. *NASSP Bulletin*, 83(609), 46–51. <https://doi.org/10.1177/019263659908360907>
- Lapsley, D. K., & Yeager, D. (2012). Moral-character education. In *Handbook of Psychology, Second Edition* (pp. 147–177). Wiley Online Library.
- Maftuh, B. (2022). Internalization of Pancasila values and nationalism through citizenship education. *Educationist*, 11.
- Masrukhi, Wijayanti, T., Melynda, & Saputri, A. R. (2024). Character education, local wisdom, and the profile of pancasila students: challenges and potential approach. *Indonesian Research Journal in Education*, 8(1), 350–362.
- Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: two alternatives for teacher education. *The Teacher Educator*, 43(2), 156–172. <https://doi.org/10.1080/08878730701838983>

- Natalia, V. E. D., Pratama, A. O., & Astuti, M. D. (2021). Implementation of pancasila values in character education: A literature review. *International Journal Pedagogy of Social Studies*, 6(1), 35–44. <https://doi.org/10.17509/ijposs.v6i1.32569>
- Nurizka, R., Irawan, R., Sakti, S. A., & Hidayat, L. (2020). Internalization of school culture to foster awareness of Pancasila values in elementary school students. *Universal Journal of Educational Research*, 8(10), 4818–4825. <https://doi.org/10.13189/ujer.2020.081053>
- Prakoso, P., Rokhman, F., & Handoyo, E. (2024). Pancasila as a foundation for legal reform: Evaluating the Impact of civic education on Indonesian legal systems. *Journal of Law and Legal Reform*, 5(3), 1429–1468. <https://doi.org/10.15294/jllr.v5i3.16498>
- Salmia, N., & Bancong, H. (2024). Effectiveness of local wisdom-based independent curriculum teaching modules in improving learning outcomes Indonesia. *Journal of Ecohumanism*, 3(6), 1719–1726. <https://doi.org/10.62754/joe.v3i6.4131>
- Shields, D. L. (2011). Character as the aim of education. *Phi Delta Kappan*, 92(8), 48–53. <https://doi.org/10.1177/003172171109200810>
- Somantri, M. N., & Winataputra, U. S. (2017). *Disiplin pendidikan kewarganegaraan: kultur akademis dan pedagogis*. Laboratorium PKn UPI.
- Suyato, S. (2023). Engineering the development of democratic citizenship education curriculum in the global era: A few perspectives from theoretical frameworks. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(1), 26–35. <https://doi.org/10.21831/jc.v20i1.59915>
- Suyato, S., Hidayah, Y., Arpanudin, I., & Septiningrum, L. (2023). Revitalisasi pendidikan kewarganegaraan abad 21: Analisis keterampilan abad 21. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 19(2), 78–84. <https://doi.org/10.21831/socia.v19i2.60152>
- Winataputra, U. S. (2016). Posisi akademik Pendidikan Kewarganegaraan (PKn) dan muatan/mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam konteks sistem pendidikan nasional. *Jurnal Moral Kemasyarakatan*, 15–36.
- Yuwana, S., & Indarti, T. (2023). *Metode penelitian dan pengembangan (research & development) dalam pendidikan dan pembelajaran*. UMMPress.