



# The Validation of Local Knowledge-Based Module (LKBM) as Character Development Modul for Elementary School Students in Kupang, Indonesia

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**Abstract:** The purpose of the current research was to validate the local knowledge-based module (LKBM) to elementary school student character in Kupang, Indonesia. The participants of the current research were 78 elementary school students in Kupang, Indonesia. This research is quasi-experimental, utilising descriptive analysis and MANOVA to analyse the data. Therefore, the students were divided into a control group (n = 39) and an experiment group (n = 39). Based on the results, the module was valid and reliable to be used as learning material for character education. It was proved through the improvement in the students character development before, during, and after the use of the module. Other than that, MANOVA analysis proved significant in the students character who follow the learning process with the Local Knowledge-Based Module (LKBM) compared to the group of students who use conventional learning. Therefore, it can be concluded that the module can be used in character education learning process.

**Keywords:** Character; Local Knowledge; Modul; Validation

## Introduction

Currently, Indonesian education is faced with the problem of students' bad character. According to (Zulela et al., 2022), several negative behaviors founded among Indonesian students were skipping school, cheating on exams, alcohol and drugs, violence and anarchy, theft, brawls between students, free sex, sexual deviations, and immoral action. It was emphasized by (Datuk, 2020), who revealed that Indonesian education in all regions faces a social pathology problem that is almost chronic. It was reflected in the reduction of kindness, politeness, courtesy, honesty, and responsibility as self-identities among students and their replacement with bad character. It was proved by a statistical report proposed by the researcher. For example, Pingak & Miller (2019) stated that the prevalence of smoking in Indonesia has been increasing, and among those were still 15 years old. Nurdin et al. (2022), citing the narcotic agencies of Kupang, Indonesia, reported that the drug abusers in

Indonesia, mainly in Kupang, were between the ages of 11 and 60 years old, which means that the elementary school students were involved in drug abuse. It indicated the bad character of Indonesian students.

In response to this case, education, which has an essential and effective role in the development of human character (Pala, 2011), must take this problem into consideration. According to (Datuk, 2020) all stakeholders in education should respond to these challenges by emphasizing character education for students. Through education, the student can be educated and led to more positive behavior and character. According to (Battistich, 2005), character education in school is not only promoting the students character development but also a promising approach to the prevention of a wide range of contemporary problems among students (Darmiyati Zuchdi, 2023). To achieve this, the appropriate teaching and learning process as well as the learning material should be arranged clearly for specific character education.

## How to Cite:

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Moreover, currently, moral and character education is the most interesting topic to be discussed in Indonesia (Hidayati et al., 2020). Therefore, research on this topic will be beneficial. One interesting topic in this case is the existence of the learning material or module that taught the character to the students.

The integration of local-based knowledge was found to have a significant impact on student character development (Darong et al., 2021; Tohri et al., 2022). Jati et al. (2019) argued that student character could be directed in a positive way through environmental support, which accumulates in the form of local-based knowledge. It is because the common characteristic of local-based knowledge is being wise, full of wisdom, and teaching good value (Hartini et al., 2018). The formulation of the Indonesian good society arises from the social values, where the social values are much influenced by the culture in each specific region of Indonesia (M. Ahmad et al., 2020; Satianingsih et al., 2020). Indonesia is known to have hundreds of ethnic groups and races with different cultural beliefs and traditions (Ikhsan & Giwangsa, 2019). According to Lasambouw et al. (2022), the multidimensional ethnic groups in Indonesia have local-based knowledge, which mainly leads to positive character because it contains several good psychological traits, namely religious, honest, courageous, sincere, faithful, migrant, collaborative, firm, resilient, and friendly. Therefore, introducing local-based knowledge to the students is essential and needs to be done in order to reduce the crime committed by children.

In several regions of Indonesia, this kind of module proved to be able to enhance the students character. For example, Hartini et al. (2018), in Kalimantan, utilizing the local-based knowledge of Hulu Sungai Tengah, concluded that the module was categorized as highly effective for student character development. Komariah et al. (2022) in Central Java, utilizing the local wisdom of Pati, found that the module was able to elevate the percentages of the students character from 49.64% to 86.43%. Salsabila et al. (2022) in central Java, utilizing the local wisdom of Kudus, confirmed that the module was effective in being used to teach character education with a percentage of 85%. Adiatmana & Hasan. (2022) in North Sumatra, utilizing the Dokan local-based knowledge, confirmed that the module was valid to be used to teach the student about character education. These studies suggest that the integration of local-based knowledge in the form of modules can be an effective way to enhance or teach the character of the students. Other than that, these studies also proved that the modules integrated with local knowledge and wisdom have already been conducted in several regions of Indonesia; more regions need to be covered in order to prove the impact of local-based knowledge on students

character and to provide a valid module to be used to teach character education in the region. One other region in which this kind of module can be developed is Kupang, Indonesia.

To the best of our knowledge, module development utilizing the local-based knowledge of Kupang is scarce in the literature. Exactly, there were several modules of development research conducted in Kupang, but it was not specific to the development of student character. For example, a cultural-based physical learning module was developed by (Soko et al., 2017) in order to enhance teacher pedagogical content knowledge in Kupang. A physics web module based on Kupang local wisdom was developed by Ahmad & Arkian (2021) in order to enhance the thinking skills of higher school students. The SSI-Based Learning Model of the Android Module was developed by Masing & Aminatun (2022) to enhance student critical thinking in Kupang. To the best of our knowledge, no module was developed integrating the local-based module of Kupang local wisdom specified for character development education. It means that no module was provided that integrated the local-based wisdom of Kupang to teach character development. Therefore, this research intends to fill this gap by conducting research that validates local knowledge-based modules in Kupang that are valid and reliable to be used in the character development of elementary school students in Kupang, Indonesia.

## Method

This study used a quasi-experimental approach with a single-factor independent group. Elementary school pupils in Kupang, Indonesia, are taking part in the current study. The current study's participants were chosen using a random selection procedure. There were 78 kids in total who took part. The participants were divided into two groups, one for the experiment and one for the control. Before assigning students to the experimental and control groups, the researcher used a T-test to see if there was a difference in mid-term test achievement between the experimental and control groups. Based on the results of the equality test, it is possible to conclude that the students' average score is equal. It is due to their big score and high level of equality. Researchers used Oeba Elementary School No. 3 class A as the experimental group and class B as the control group in this study, as well as Oeno Elementary School Class A as the experimental group and Class B as the control group.

## Instrument

The instrument used to collect the data in the current research was the observation of the student's character. there are 18 indicators for the student's character namely religiosity, honesty, tolerance, discipline, hard work, creativity, competitiveness, democracy, curiosity, national

spirit, love of the homeland, preservation, achievement, friendly/communicative, peaceful, loving reading, caring for the environment, social care, and responsibility. In this regard, researcher used the observation list where all indicator were rated based on 1-5 scale. After that, the score then be calculated through the Formula 1.

$$\text{Total score} = \frac{\text{The total score for each items}}{\text{the total score ideal for item}} \times 100 \tag{1}$$

This model of assessment implemented in the pre-test, middle test and post-test of the current research of the control group and experiment group. It means, the test was carried out in the experiment group before intervention (the usage of the module), during intervention, and after intervention

The purpose of the current research is to validate the LKBM in improving students character. In order to analyse to attain the objective of this research, researcher gain the perspective of the expert and from the students. The expert were given the evaluation list in order to rate the appropriateness of the module. Participants also given the evaluation list reflecting their judgment regarding the module. Here are the threshold of the evaluation list score.

**Table 1.** Evaluation list interpretation standard

Score (%)	Category	Description
80 ≤ NA ≤ 100	very Valid	No revision
60 % ≤ NA < 80%	Valid	appropriate, need revision
40 % ≤ NA < 60%	nearly Valid	enough, need revision
20 % ≤ NA < 40%	Not Valid	Kurang not valid
0 % ≤ NA <20%	very Not Valid	Not valid

**Table 2.** expert validation result

Factor	Statements	Validator		Percentages (%)
		1	2	
Design	Interesting module view	4	5	90
	The module size, types, and the use of font in the module is clear which make the module easily to be read and understand	5	5	100
	The appearance and material delivered is appropriate	4	5	90
	The pictures used in the module was clear and appropriate to display the material	5	5	100
	The language used is clear	5	4	90
	I'm satisfied with this learning module.	3	4	70
	This learning module is fun to use.	4	4	80
	This learning module is amazing.	4	4	80
	This learning module is comfortable to use.	4	4	80
Content	The explanation based on the objective of the study was stated and delivered clearly	5	5	100
	Module usage instructions are easy to understand by students	4	5	90
	The material is in accordance with the implementation of the Merdeka curriculum (Merdeka)	4	4	80
	The content of the material has accurate concepts and is easy to understand by the student	3	4	70

In order to test the impact of the module to the student's character, researcher give the score of the student's character through the observation which then turned into score. Two analysis methods were used. First, researchers examine the different scores of mean, median, modus, and standard deviation between the pre-test, middle test, and post-test of the module, involving only the experiment group. In this case, a descriptive statistic in SPSS 16 was performed. Second, researchers examine the different scores of the control group and the experiment group. In this case, a multivariate test, namely MANOVA, was performed.

## Result and Discussion

### Validation Based on Expert

Firstly, the module was rated by two experts of Module design and two expert of Module content. Design expert is making sure the module was interesting and exiting to be used by the student but still covered essential material that should be delivered to the student. Therefore, design expert concern to rate the module interface, design and simplicity of the module to be used by the students. Content expert is making sure the material covered in the module was leads to the development of student's character. Therefore, the content expert was rated whether the material was inline with the study objective, have sufficient concept, the assessment reflecting the material being studied as well as lead the students to activities related to character development. The result of the expert module validation displayed in Table 2.

Factor	Statements	Validator		Percentages (%)
		1	2	
	The material is accurate and complete	5	4	90
	Examples of questions given can explain the material and are easy to understand by students	4	5	90
	Facilitating teachers and students in learning in the classroom (Kelas)	4	4	80
	Thisn module facilitates student character development	4	4	80
	Making students more active, self-reliant in learning, also the training given can train students high-level thinking.	4	5	90
Overall percentages				86.11

Based on expert validation, the overall score of the module was 86.11% which categorized to pass the threshold of module sufficiency. In term of the module design, the higher percentages was “The module size, types, and the use of font in the module is clear which make the module easily to be read and understand” with the percentage of agreement was 100%. And “The pictures used in the module was clear and appropriate to display the material” with the percentages of agreement was 100%. It confirmed the sufficient design of the module. In term of the content covered in the module, the highest aspect of percentages was “The explanation based on the objective of the study was stated and delivered clearly” with the percentages of agreement was 100%. It means that the module was able

to deliver the material of character development based on the study objective sufficiently.

*Validation based on student`s performance*

The module was validated through the student’s performance. First, researcher obtain the data from the students perspective on the use of the module. Second, the comparison of the students character score before the use of the module, during the use of the module and after the use of the module.

*Students perspective*

Students were given questionnaires examining their satisfaction after using the module. All students namely 78 students was filled the questionnaires. Thee result were displayed in Table 3.

**Table 3.** Student Perspective Result

statements	Percentages (%)	Category
This module is easy to be used	80.51	Satisfied
This learning material is simple to use.	82.05	Satisfied
Using this learning module is a pleasure.	81.54	Satisfied
I can use this learning module without a written guide.	82.05	Satisfied
I can learn to use this learning module quickly.	85.13	Satisfied
I can easily remember how to use this learning module.	83.08	Satisfied
The way to use this learning module is simple.	85.64	Satisfied
I'm fast skilled with this learning module.	85.13	Satisfied
I'm satisfied with this learning module.	80.00	Satisfied
This learning module is fun to use.	87.18	Satisfied
This learning module is amazing.	86.67	Satisfied
This learning module is comfortable to use	87.18	Satisfied
Overall percentages	83.85	

Based on the table 3, the total means score of the students satisfaction was 83.85 which confirmed the satisfaction of the students. The highest means of students satisfaction scale was in the item of “This learning module is fun to use” with the percentages score of 87.18, and “This learning module is comfortable to use” with the percentages score of 87.18. It means that 78 students were agree that the module was satisfied to be used in term of it fun and comfortability.

*Students Character Score Mean Comparison.*

In order to test the impact of the module on students character development, pre-test, middle test and post-test examining the students character was conducted. the testes were employed to all participants of the current research which is 78 students that divided into two school namely elementary school of OEBA 3 and elementary school of OENA. The result can be seen in Table 4.



**Table 4.** Descriptive statistic

School	Test	Mean	Median	Modus	Variance	Std deviation
Elementary school of OEBA3"	Pre-test	73.32	73.00	65	38.339	6.192
	Mid-test	76.21	77.00	71.0	12.231	3.497
	Post-test	81.21	81.00	75	19.731	4.442
Elementary school of OENO	Pre-test	73.00	75.00	80	47.158	6.867
	Mid-test	76.22	78.25	80	26.776	5.174
	Post-test	80.35	80.00	77	12.871	3.588

Table 4 report the result of the pre-test, middle test and post-test of the participants. Mean, median modus, as well as standard deviation was reported. Based on the result, there is enhancement of the student’s character development score before, during and after the use of the module. In elementary school of OEBA3, the mean of the pre-test score was 73.32 enhanced to 76.21 in the middle test and enhanced to 81.21 in the post-test. It similar with the result in the elementary school of OENA where the mean score of the pre-test was 73.00 enhanced to 76.22 in the middle test and enhanced to 80.35 in the post-test. Based on the result, it can be argued that the module has impact the student character, or the module able to enhance the student character development score.

*Students T-Test result*

The t-test was conducted to test the significant different between the students character score in pre-test, middle test and post-test. The result can be seen in Table 5.

**Table 5.** Paired sample T-test result

Construct	Test	Oeba (n=19) Mean (SD)	Sig. (2-tailed)	Sig. or Not Sig. (n.s)
Character development	Pre-Mid	73.32 (6.19)	0.119	n.s
	Mid-Post	76.21 (3.49)	0.002	Sig.
	Pre-Post	81.21 (4.44)	0.000	Sig.

Table 5 display the result of paired sample t-test of student character development score among elementary school students of OEBA3. The result indicated that the 2 tailed paired sample t-test between pre-test and middle-test was 0.119 which is higher than 0.05 indicating there is no significant difference between the student pre-test and the student middle test. However, the result of 2 tailed paired sample t test between the middle test and post-test found to be significant with the value of 0.002 lower than 0.05. it means that there is significant difference between the middle-test and post-test of the student character development. And the result of 2 tailed paired sample t-test comparing the pre-test and post-test was 0.000

which is lower than 0.05 indicating there is significant difference between the pre-test and posts test of the students character development. The result of the paired sample t-test in the elementary school of OENO displayed in the Table 6.

**Table 6.** Paired sample T-test result

Construct	Test	Oeba (n=19) Mean (SD)	Sig. (2-tailed)	Sig. or Not Sig. (n.s)
Character development	Pre-Mid	73.32 (6.19)	0.119	n.s
	Mid-Post	76.21 (3.49)	0.002	Sig.
	Pre-Post	81.21 (4.44)	0.000	Sig.

Based on table 6, the result of 2 tailed paired sample t-test comparing the pre-test and mid-test of student character among students in elementary school of OENO was 0.151 which is greater than 0.05. It means that there is no significant difference between the pre-test and mid-test of the students character development. However, the 2 tailed paired sample t-test of middle-test and post-test of students character development score was 0.01 which is lower than 0.05. It means that there is statistical significant different between the middle-test and post test of the students character development. and the 2 paired sample t-test of the pre-test and post-test was 0.000 which means there is significance different between the pre-test and the post-test of the student character development.

*Character score Comparison between students who use LKBM module with students who did not.*

To compare the control group and experiment group results, the researcher conducted a multivariate test. The result can be seen in the Table 7. Table 7 shows the character development of students who undertake the Local Knowledge Based Module (LKBM) and groups of students following conventional learning with a F score of 11,854, signifying p <0.05. It is concluded that the zero hypothesis (H0) is rejected and the hypothesis (Ha) is accepted. It means that there is a significant difference in the students character development who follow the learning process with LKBM compared to the

group of students who use conventional learning, based on the results of multivariant analysis

**Table 7.** Paired sample T-test result

Variable	Related variable	JK	Db	RJK	F	Sig	Sig. or Not Sig. (ns)
LKMB module	Character development	1139.071	3	379.690	12.854	<0,05	Sig.
Non LKBM module	Character development	2185.813	74	29.538	-	-	
Total	Character development	465325.000	78	-	-	-	

*Discussion*

The current research aim to test the validity of the local knowledge based module integrating the local based knowledge of Kupang, Indonesia as the learning material in the enhancement of the students character. The validation based on two perspectives, the first perspective was the experts perspective expert. In the current research, the total of four expert rated the module, two experts was the design expert that confirming the design, interface, styling words, and other indicator, and other two experts were the content experts confirming the material included in the module. Based on the experts perspective, the module was valid and reliable to be used as the learning material in enhancement of the character education.

The impact of the module on the students character development was assessed through the analysis of the students character test score, and the students perspective on the usage of the module. Firstly, the perspective of the students was collected, and found that the students was satisfied with the module with the percentages of 83.85%. Secondly, the descriptive statistic comparing the mean of the students character score before, during and after the use of the module was analysed. The result indicated that the module was able to improve the average score of students character. They were the enhancement of the score of the students character before they use the module compare to after they used the module. It was confirmed with the result of the paired sample t-test where there was found the significant difference between the mid test with the post-test, and between the pre-test with post-test. To emphasise the result, researcher compare the character score of the students who use the LKBM module with students who do not, it was found the significant different between the groups.

The impact of the local based knowledge on student character can be explained through the characteristic of the local based knowledge (Uge et al., 2019). According to Komariah et al. (2022) the traits of local based knowledge was reflecting the nobility, truth, goodness, and beauty. Specific to the Indonesian local

value, local based knowledge was related the term of gotong royong, religious and tolerance (Asrial et al., 2022; Hastuti et al., 2022). Learning through wisdom of local culture are actually introduced student with positive psychology and create student awareness regarding what happen in their around (Mastuang et al., 2019). It means that the local based knowledge exactly teaching the students to have a better character (Endayani, 2023; Sari, 2020; Zulkarnaen, 2022).

The result of this research confirmed that the module can be used to enhance the student character. It is significant because the Indonesia students currently stated to have bad character. Therefore, Indonesian ministry of education through Indonesia’s education regulation No 20, Year 2003, Article 3 put forward the education character in school, it state that the national education functions to develop capacity, character, and a dignified society by enhancing its intellectual capacity (Mariani, 2016). It means that the students should be educated with the character education in the classroom activities. In this case, the local based knowledge module validated in this research can be utilized by the teacher, specifically teacher in Kupang, Indonesia.

**Conclusion**

The purpose of the current research was to validate the local knowledge-based Module to as the character education learning material. Descriptive analysis and MANOVA was used to analyse the data. Based on the result, there is improvement of the student’s character before, during and after the use of the module. Other than that, MANOVA analysis proved the significant of the module in the students character development who follow the learning process with LKBM compared to the group of students who use conventional learning seen from the results of multivariant analysis. Therefore, it can be conclude that the module is valid and reliable to be used as character education learning guideline.

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**Conflicts of Interest**

The authors declare no conflict of interest.

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