### Development of Digital Learning Materials "The Beauty of My Country's Diversity" to Improve Nationalism Attitudes and Learning Outcomes of Elementary School Students

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#### Abstract

Nationalism is a characteristic of patriotism that must be fostered in the Indonesian nation which must start early, this is an investment for our nation in the future. This study aims to determine the steps, feasibility, and effectiveness of using the teaching material "Indanya Keragaman Negriku" as a civics teaching material on ethnic and linguistic diversity in my country at 5 SD. The type of research used is the 4D Research and Development Model. 4D (Define is done by analyzing, curriculum, learning resources, assignments and student test scores, Design is done by designing teaching materials starting from the initial appearance of teaching materials to the author's biodata, Development is done first validation of the teaching materials developed and Dissemination of the results of the validity, practicality, and effectiveness of teaching materials. Data collection techniques are observation, interviews, scales, and tests. Data analysis techniques are qualitative and quantitative. The research subjects were 5th-grade students of Ashabul Kahfi Elementary School, Medan Tuntungan, totaling 46 students. The results of the validation assessment of media experts, material experts, and practicality experts obtained 93.75%, 88, 75%, and 92.78% with very feasible qualifications and practical use with little revision. The results of the effectiveness of pre-test and post-test teaching materials through normality test, homogeneity test, and T-test (Paired Sample T-Test) with effective results. Based on the results of the research, the teaching material product "The Beautiful Diversity of My Country" is feasible, practical, and effective to use.

Keywords: Nationalism Attitude, Learning Outcomes, Development of Teaching Materials, Ashabul Kahfi Elementary School

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# Introduction

The pride of the Indonesian nation for its diverse culture at the same time invites challenges for the entire community to maintain local culture through the provision of local cultural education that is applied from an early age. (Amalia et al., 2021). The introduction of culture from an early age teaches children about cultural diversity that must be respected so that the nation's cultural norms and values can be passed on to the next generation, which we can strive to change. (Utomo et al., 2020) The concept of nationalism has its definition, namely the awareness to love, protect, and fight for the Indonesian nation and have an understanding of membership that can help maintain and perpetuate the country's identity, integrity, prosperity, and strength. (Purnomo & Yono, 2020; Sunaryati, 2020). The mindset of nationalism fosters a sense of love for the country, fights for the integrity of the Indonesian nation, and seeks to increase and preserve ethnic, cultural, ethnic, and religious awareness and the state (Mahardika, 2021). However, the advent of a more modern era has led to a decline in national sentiment. Globalization is accelerating as our times are evolving. Undoubtedly, this also has a significant impact on the nation and society. (Safitri & Ramadan, 2022). Therefore, we must find a solution to this problem as soon as possible, one of which is by understanding Pancasila and Citizenship Education within the scope of Primary School (Herpratiwi et al., 2021).

This is in line with the results of the observation conducted by researchers in lecture assignments in several elementary schools in Percut Sei Tuan Subdistrict regarding the effectiveness of civics learning on the material Beautiful Diversity in My Country, which shows a variety of significant results and impacts. (Amalia et al., 2021; Widiantari et al., 2021). The implementation of learning found in the results of the observation lecture at the issue causes students to tend to be bored and sleepy due to laziness to listen to the presentation of material by the teacher in the learning process should make optimal use of the potential of the environment and the local area. (Magdalena et al., 2020). Learning to increase students' appreciation of culture emphasizes meaningful learning. Meaningful learning is learning that is packaged according to student characteristics. The characteristics of elementary school students who still think concretely and realistically require concrete and integrated learning packaging that is in line with the current independent curriculum (Riwu et al., 2019).

The independent curriculum allows learners to develop their thoughts independently in support of understanding knowledge. (Putri, n.d.; Sagala et al., 2024).. It also emphasizes deeper and more meaningful learning by engaging with essential centralized material and developing competencies gradually outside the classroom. (Herpratiwi et al., 2021; Menapace, 2018). Teachers also play an important role in teaching learners to achieve learning and developmental goals (Education, 2021). According to Permendikbud number 22 of 2020 on the Ministry of Education and Culture's Strategic Plan year 2, the "Pancasila learner profile" is the vision and mission of the Ministry of Education and Culture to carry out character development efforts through the implementation of the "Pancasila learner profile", which is following the characteristics of the Merdeka curriculum, this profile makes Indonesian students lifelong learners who have global competence (Irawati et al., 2022; Ulandari & Dwi, 2023).

Based on the need for digital textbooks as a learning resource combined with the development of the character of nationalism and the lack of maximum learning, researchers innovate to find solutions by utilizing technology to develop nationalism-based elementary

Civics digital textbooks for students assisted by Hyzine software and Augmented Reality (AR) in supporting the independent curriculum. This effort was made to prepare the research to enter the era of digital development, which will change many aspects of human life, especially education. This digital textbook, which uses technology, greatly helps students in learning the independent curriculum in the era of Society 5.0. By incorporating the character of nationalism and the culture of North Sumatra, which is the hometown of the researcher, if left unchecked, the value of the character of nationalism will be degraded and eroded by the changing times, the character of nationalism that has been maintained so far and has become an innovative and interesting learning resource (undergoing development from traditional teacher teaching materials) (Azhar & Muchtar, 2022; Sakundari & Rizqi, 2024). The formulation of the problem proposed, namely: "How is the development of teaching materials for "The Beautiful Diversity of My Country" to improve nationalism attitudes and learning outcomes of primary civics in supporting an independent curriculum that is valid, practical, and effective?". The goal is to produce digital teaching materials for elementary school Civics based on the Character of Nationalism in the North Sumatra region for students assisted by Hyzine software and Augmented Reality (AR) in supporting an independent curriculum with valid, practical and effective criteria.

Because this research will produce a product, this type of research uses the Research & Development (R&D) development model with the Thiagarajan (4-D) model. (Rahayu et al., 2021). The product created is an App.Yet Apk-based electronic teaching material that is used with the case method on Theme 7 Beautiful Diversity of My Country Sub-Theme 1 Diversity of Ethnicities and Religions in My Country, especially North Sumatra culture. The Thiagarajan (4-D) model consists of: *define* -defining the needs in the learning process by starting with analyzing the material for teaching materials to be developed; *design* -providing an overview of the form of teaching materials, *develop* creating teaching materials for research and disseminate-distributing revised teaching materials (Ferdianto & Setiyani, 2018; Salma, 2020).



Figure 1. 4D Development Model Thiagarajan, and Semmel in 1974

To test the feasibility of this product, it consists of one lecturer who is a material expert in the Civic Education course; a language expert at the Indonesian Language Department, Faculty of Education; and a graphic expert at the Department of Curriculum and Educational Technology, Faculty of Education. For data collection, this study used two research tools: an open-ended questionnaire and a closed-ended questionnaire. The open-ended questionnaire contains a review sheet containing suggestions and input from each expert on how to improve the teaching materials that have been developed. The closed questionnaire measures the validation value given by each expert for the teaching materials that have been developed, and the results of the developed validation. The provisions of the material validation questionnaire, design and technology are as follows:

Table 1. Likelt beale instrument							
Qualification	Suspension						
Very Worth It	5						
Worthy	4						
Currently	3						
Not Worth It	2						
Not feasible	1						
Source: Riduwan (2016)							

Furthermore, the percentage results from validation data will be explained using percentages by qualification as follows.

Percentage	Qualification
81%-100%	Very Worth It
61%-80%	Worthy
41%-60%	Currently
21%-40%	Not Worth It
0-20%	Not feasible

Source: Riduwan (2016)

As for the effectiveness of teaching materials is calculated based on quantitative data analysis including initial data analysis, normality test, homogeneity, and T-test (Sugiyono, 2013, p. 199).

a. Normality Test

The normality test aims to see whether the distribution of data is normal or not. In the normality test, researchers used the Kolmogorov-Smirnov technique. The provisions are if the calculated kolmogorov-smirnov value < kolmogorov-smirnov table then H<sub>o</sub> is accepted and H<sub>a</sub> is rejected, meaning that the data is normally distributed.

b. Homogeneity Test

The homogeneity test is to determine whether the variance of the two samples is homogeneous or not. In testing the homogeneity of variance, researchers use the F test. The criteria in testing homogeneity with the F test are if Fcount < Ftabel then  $H_o$  is accepted and  $H_a$  is rejected, meaning that the variants of the two data groups are

homogeneous. If on the other hand Fhitung > Ftabel then H<sub>o</sub> is rejected and H<sub>a</sub> is accepted, it can be stated that the variants of the two data groups are not homogeneous

c. Hypothesis Testing

In hypothesis testing, if the research sample is less than 100 respondents, then hypothesis testing uses the t-test. In this study, the research sample amounted to 60 people, so the hypothesis testing used was the t-test. In testing the t-test, there are two types of t-tests, namely, parametric and non-parametric t-test. The parametric t-test is a test that is carried out if the data meets the requirements of normal distribution and homogeneity (Muyaroah, 2017). As for the parametric t-test in testing, the *paired sample t-test*, which is comparing the average *pretest* and *post-test* scores in the same group (Fausih & Danang, 2015; Laili, 1858; Zaakiyah et al., 2017). The provisions of the parametric t-test are if the sig value. (2-tailed) > 0.05 then there is no significant difference between the experimental class and the control class. Meanwhile, if the sig value. (2-tailed) < 0.05 then there is a significant difference between the experimental class and the control class. In processing data analysis, all researchers used the help of the SPSS version 26 application.

# Result

# Stage 1, Analysis (Analyzing Activity)

In the beginning stage, the development of electronic teaching materials using Hyzine and local culture-based nationalism characters was analyzed. Interviews were conducted with teachers of grades 5A and 5B to obtain information about the learning process, materials used, student learning constraints, and student learning characteristics. Student analysis was conducted to find out the characteristics of students following the needs in the development of students in grades 5A and 5B. Then, task analysis was carried out by identifying the stages of task completion according to basic competencies. Concept analysis was conducted to select concepts that follow local culture. Finally, a learning objectives analysis was conducted by detailing the success indicators of the subject matter based on the previous analysis.

# Stage 2, Design (Design Activity)

In the design stage, researchers designed the development of electronic teaching materials based on the *Hyzine* App and the character of nationalism in grades 5A-5B of Ashabul Kahfi Elementary School. Some of the applications used are *PDF*, *YouTube*, *Google Sites*, *Corel Draw, Project*, and *Android. The* steps for designing teaching materials for Theme 7 Subtheme 1 Learning 3 and 4 include: designing lesson plans, making concept maps, designing display concepts, and designing content. (Astuti & Sari, 2017; Susilawati et al., 2022).. Lessons on national diversity and local culture are the main subjects studied. After that, validity instruments were designed to cover content (material), design, and technology. Furthermore, a practicality tool was made with a response questionnaire given to teachers and students regarding the development of digital textbook products. Designing material evaluation questions also looks at the effectiveness instrument itself.

#### Stage 3, Development (Product Development Activities)

*The* development stage is the initial stage in understanding the plan that has been designed into a product in the form of *Hyzine-based* electronic teaching materials *and the character of* 

*Nationalism as an effort to love student culture.* The product design consists of: (1) collecting thematic learning materials theme 7 subtheme 1 learning 3 and 4 and learning exercises, (2) collecting images and information needed, (3) creating objects, learning videos, *icon* design and application design, (4) combining all materials into the *app. yet Apk* application, (5) validation of *Hyzine-based* electronic teaching materials by design and technology expert validators, material expert validation, and expert validation of educational practitioners. The sequence of contents of electronic teaching materials using links that can load all applications is *cover* and *apk* icon, guide, about, competence, material & practice, and exit.

1. Cover dan Icon Apk



Figure 2. Apk cover and icon display on teaching materials

2. Main Menu



Figure 3. Apk Menu Display

# 3. Material



Figure 4. Display of material on teaching materials

# 4. Exercise



Figure 5. Exercise display on teaching materials

#### 5. Summary



Figure 6. Conclusion on writing materials

# 4th Stage Implementation (Product Implementation Activities)

This stage aims to produce *Hyzine-based* electronic teaching materials *by improving the character of nationalism* through *love of culture* that has been revised based on expert input and trials to students. The purpose of this stage is to implement and see the effectiveness of hyzine-based electronic teaching materials in grade 5 Ashabul Kahhfi Elementary School and as materials to facilitate teaching in the classroom. The *Dissimante* stage is the stage of publication of teaching materials in the form of android-based electronics through application *links*. Teaching materials that have been designed are then validated by several experts, as for the validation that has been given by the expert team as follows:

		· · · · ·	VALIDATION	N RESULTS
NO	VALIDATOR	NAME	PERCENTAGE FINAL	CATEGORIES
1.	Material Expert I	Masta Marselina, S.Pd., M.Pd.	93, 75%	Very Decent
2.	Material Expert II	Dr Lukitaningsi, M.Hum	88,75 %	Very Decent
3.	Design Expert Teaching Materials and Technology	Said Iskandar Al Idrus, S.Si., M.Si.	91,57%	Very Decent
4.	Class Teacher IVA-IVB	<ol> <li>Sulastri, S.E.</li> <li>Putri Anggraini, S.Pd.</li> </ol>	92,78%	Very Decent
AVE	RAGE PERCENT	AGE	91,75%	
CAT	EGORIES		Very Decent	

Table 3. Recapitulation of Product Validation

From the table above, it can be concluded that the overall percentage of product validation is 8 9 .01% and is included in the "Very Feasible" category. This indicates that the teaching materials have good quality in terms of design or appearance, technology, material, and use. Furthermore, the researchers conducted an effectiveness test of product feasibility as follows:

### a. Results of the Normality Test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestEksperimen	30	20	70	41.20	15.135
PostTestEksperimen	30	50	90	73.17	10.866
PretestKontrol	30	20	70	44.33	13.692
PostTestKontrol	30	40	85	68.17	12.140
Valid N (listwise)	30				

Table 4. Descriptive Statistics

The results of the Descriptive Test of data on student learning outcomes in the Experiment class with the number of each sample of 30 students in participating in Civics learning material "The Beautiful Diversity of My Country."

#### Table 5. Test of Normality

	Kolm	ogorov-Smi	rnov <sup>a</sup>		Shapiro-Wi	lk
	Statistic	df	Sig.	Statistic	df	Sig.
PreTestEksperimen	.132	30	.196	.944	30	.114
PostTestEksperimen	.135	30	.169	.953	30	.202
	.091	30	.200*	.966	30	.447
PretestKontrol						
PostTestKontrol	.147	30	.099	.942	30	.101

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test table shown above shows that *the* significant value *is* 0.200> 0.05, *so it* can be said that the experimental class and control class Learning Outcomes data are normally distributed.

# b. Homogeneity Test Results

The homogeneity test is needed to test the similarity of normally distributed values and to ensure the variance of the same variables in a sample.

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Matematika	Based on Mean	.485	1	58	.489
	Based on Median	.652	1	58	.423
	Based on Median and with adjusted df	.652	1	58.000	.423
	Based on trimmed mean	.510	1	58	.478

Table 6. Test of Homogeneity of Variance

If the significant value > 0.05, the data is said to be homogeneous. As shown in Table 6 above, the results of the homogeneity test obtained a significant value of 0.489 which means 0.489 > 0.05.

#### c. Product Paired Test Results

	Paired Samples Test									
				Paired Differen	ces					
	95% Confidence Interval of the Std Error Difference								$\frown$	
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	PreTestEksperimen - PostTestEksperimen	-31.967	17.375	3.172	-38.455	-25.479	-10.077	29	.000	
Pair 2	PretestKontrol - PostTestKontrol	-23.833	13.689	2.499	-28.945	-18.722	-9.536	29	.000	

Table 7. Test of Normality

Paired Sample T-Test Output Results:

- 1. Based on the Pair I output, the sig value is obtained. (2 tailed) of 0.000 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class pretest with the experimental post-test (Hyzine-based electronics and Nationalism character).
- 2. Based on the Pair 2 output, the sig value is obtained. (2 tailed) of 0.000 <0.05, it can be concluded that there is an average difference in student learning outcomes for the control class pre-test with the control post-test (flipbook teaching material).

# d. Test Results "Normalised Gain" (g)

To calculate the effectiveness of ethnomathematics-based media, it can use the Normalised Gain Test or *N-gain* aims to provide an overview of changes in learning outcomes between before the use of Hyzine-based electronics and the character of Nationalism and after learning the use of Hyzine-based electronics and the character of Nationalism.

	Cases								
		Valid Missing			sing	Total			
	Kelas	N	Percent	N	Percent	N	Percent		
NGain_Persen	Eksperimen	30	100.0%	0	0.0%	30	100.0%		
	Kontrol	30	100.0%	0	0.0%	30	100.0%		

#### Table 8. Case Processing Summary

		1					
	Class	Ν	Mean	Std. Deviation	Std. Error Mean		
	Experiment	30	76. 1329	23.71808	4.33031		
NGain_Percent							
	Control	30	41.6691	20.77064	3.79218		

# Table 9. Group Statistics NGain\_Percent

Based on the results of the N-gain score test calculation above, it show that the average N-gain score for the experimental class is 76.1329 or 56%, including in the Effective category. With a minimum N-gain score of 16% and a maximum of 83%. Meanwhile, the average N-gain score for the control class was 41.6691 or 41.6%, including in the less effective category. With a minimum N-gain score of 10% and a maximum of 75%.

Researchers observed the learning characteristics of class 5A and 5B students of Ashabul Kahfi Elementary School to know how the character of class 5A and 5B students of Ashabul Kahfi Elementary School which will guide researchers to make electronic teaching materials using Hyzine-based electronic teaching materials to improve the character of Nationalism Similar research was conducted by Winatha et al., (2018) aims with the learning substance so that it makes it easier for students to understand the material. Furthermore, in the stage of analyzing learning objectives, researchers analyze learning objectives through tasks at school or home and concepts so that they will be following KI and KD. And do the details of the indicators that will be following the National character-based electronic teaching materials. Furthermore, the *design* stage researchers make teaching materials using the *Hyzine app* application assisted by YouTube, PDF, Google Slides, Google Sit, and Google. Researchers make teaching materials using the application, first through the Adobe Photoshop application to design the appearance and icon of teaching materials, using objects in the form of animations and interactive learning videos after finishing the researcher uploads the learning videos, games, and teaching materials into the application and copies the link, Puriasih & Rati, (2022) teachers must maximally produce teaching materials to create appropriate and effective teaching materials.

The product validation stage involved design, technology, and learning material experts. At the initial stage, design and technology expert validation was conducted with 11 questions covering display assessment, image, and graphic design, as well as video and audio usage practices. The results showed the category "feasible with revision" with a percentage of 62.7%. Then, researchers conducted phase II validation based on suggestions and input from experts, with a percentage of 91.57% which included the category "very feasible". Furthermore, the learning material expert validation was carried out in two stages with the same questions, including the assessment of KI and KD, learning objectives, material relevance, and language, with the validation results showing a percentage of 63% in stage I and 93.75% in stage II, which was also included in the "very feasible" category. In this assessment, expert validators of the practicality of teaching materials with 5A and 5B homeroom teachers, with a validation percentage reaching 91.57%, teaching materials for learning based on the character of Nationalism through hyzine are very feasible to use in the teaching and learning process (Sunaryati, 2020; Susilo & Prasetyo, 2020).

The Effectiveness stage of the trial conducted was a trial by displaying teaching materials and demonstrating the teaching materials for four meetings, two meetings in the first wave and two meetings in the second wave.(Susilawati et al., 2022). For the first meeting, researchers introduced teaching material products to students about the menu, procedures for using and the contents of the application and administered *pre-tests to the control and experimental classes*. In the second meeting, researchers began to conduct learning by providing material through teaching materials in the material menu section, references (learning videos) & exercises, then researchers gave *post-tests in control and experimental classes* to class 5A and 5B students of Ashabul Kahfi Elementary School. There is a significant influence before (pretest) *Hyzine-based electronic teaching materials and Nationalism Characters* on student learning outcomes in Civics Subjects The beauty of the diversity of nations, languages, and cultures of my country.



Figure 7. Effectiveness test on student learning outcomes

# Conclusion

The results showed that flipbook-based electronic teaching materials were developed based on the 4 D development procedure by Thiagarajan (1974), which includes the stages of defining, designing, developing, and disseminating. For civic education material "The Beautiful Diversity of My Country" in class IV A-B, Hyzine-based electronic teaching materials and the Character of Nationalism are rated "Very Feasible" by material experts, technology experts, practicality experts and experts proven effective in improving learning outcomes and students' nationalism attitudes. Although in the process of making Hyzinebased electronic teaching materials and the Character of Nationalism faced several obstacles, they could be overcome with the help of related parties such as application developers and supervisors.

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