THE DEVELOPMENT OF CHARACTER BASED ON TEACHING MATERIALS ACCORDING TO THE LEARNING DESIGN EXPERTS THROUGH A CONTEXTUAL APPROACH AT GRADE V IN SD NEGERI 060841 MEDAN CITY, INDONESIA

Lamria Theresia Sianipar[1,2], Deny Setiawan[3], Arif Rahman[3]

[1]Student at State University of Medan (Unimed), Medan, Indonesia
[2]Teacher at SD Negeri 060841 Medan, Indonesia
[3]Lecturer at State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *The development of character education through learning materials is understood as the integration of messages and tools, as a vehicle of culture and individual empowerment. Therefore, it needs to be compiled teaching materials based on character education. Character-based teaching materials are instructional materials which are designed to allow the content or the learning activities to facilitate or educate characters through the insertion of character values. The character-based Civics learning materials through the contextual approach which are resulted in this development research are valid in terms of content and constructs. This can be seen based on the results of experts' validation and practitioners on the developed teaching materials with valid categories. This result provides an illustration that the developed teaching materials can be used in learning Civics in grade V in SD Negeri 060841 Medan City. Character-based Civics teaching materials through the contextual approach generated in this development study have been declared effective for improving Civic learning skills and developing student character.*

KEYWORDS: Character; Teaching Materials; Learning Design; Contextual Approach

INTRODUCTION

Education is not merely a transfer of knowledge but also a transfer of value. For that reason, the implanting of cultural values and character of the nation in education is a pillar of support for the upholding of education in Indonesia. Because character is the values of human behavior associated with God Almighty, self, fellow human beings, environment and nationality embodied in attitudes, thoughts, feelings, words and deeds based on religious norms, law, etiquette, culture and customs. Meanwhile, character education is a system of implanting the character values to the school community that includes the components of knowledge, awareness or willingness, and actions to carry out these values both against God Almighty, self, fellow, environment, and nationality so that they become human beings. Thus it can be concluded that character education is a very important education in building the moral and personality of the nation.

Character education in schools with all the components (stakeholders) should be involved, including the components of education itself that is the content of the curriculum, learning and assessment process, relationship quality, handling or management of lessons, school management, implementation of activities or extra-curricular activities, empowerment of infrastructure, financing and work ethic of all citizens and the school environment. Character education can be integrated in the learning of each subject. Thus character learning is not only

in the cognitive domain but also it touches on internalization and real experience in everyday life. Character education problems that have existed in schools need to be reviewed and sought alternative solutions and need to develop teaching materials so that it is easily implemented in schools. The development of character education through learning materials is understood as the integration of messages and tools, as a vehicle of culture and individual empowerment. Therefore, it needs to be compiled teaching materials based on character education.

LITERATURE REVIEW

Teaching Materials

Teaching materials are a set of materials that are arranged systematically to be used in the learning process. According to Hamdani (2011: 120), teaching materials are all forms of materials arranged systematically used to help teachers or instructors in implementing the learning process so as to create an environment or atmosphere that allows students to learn. Then Kemendiknas (2011: 2) explains that teaching materials are all forms of materials used to assist teachers in implementing the learning process. Another opinion expressed by Ahmad (2012: 102) that teaching materials is information, tools and text that teachers need for planning and review of the implementation of a set of learning. Teaching materials can be poured in the form of hand outs, modules, books, videos, tapes, and others. The development of teaching materials has several objectives, as stated by Hamdani (2011: 122) that there are several objectives of teaching materials, namely: (1) helping each student in learning something, (2) providing various types of teaching materials, (3) in the implementation of the learning process, and (4) to make the learning process more interesting.

Understanding of Module

According to Winkel (2009: 472), learning module is the smallest unit of teaching learning program, which is studied by individual students individually or taught by students to themselves (self-instructional). Nasution (2011: 05) says that the module can be formulated as a self-contained complete unit and consists of a series of learning activities that are structured to help students achieve a number of clearly defined and specific objectives. Meanwhile, according to Daryanto (2013: 9), module is one form of teaching materials that are packed in a complete and systematic, in which contains a set of planned learning experience and is designed to help students master specific learning objectives.

Based on some understanding of the module above, it can be concluded that the module is one of the learning media in the form of print that is packaged in a systematic, interesting, and clear so easy to learn students independently.

Character Education

Character is a reflection of one's self from the way he behaves. According to *Kamus Besar Bahasa Indonesia* (2008: 623), the term "character" means psychic qualities, morality or character that distinguishes one from another; nature; character. Good or bad character of a person can be seen from their daily habits in behaving. Lickona (2012: 82) argues, a person is said to have good character if in real life has three habits, that is knowing the good (habits of mind), wanting good (habits of hearth), and doing good deeds (habits of action). Based on the description can be obtained the understanding that the character is a self-image of a form of attitude, actions, and behavior that can be seen from the habit.

Character education can be interpreted as values education, moral education, character education, which aims to give bad decisions, to preserve what is good, and to create good in daily life with all the heart. According to Lickona (2012: 81), the right characteristic of education consists of operative value, value in action that includes three interrelated parts of knowledge of morals, moral feelings, and moral behavior. Meanwhile, Wiyani (2013: 27) argues that character education is a process of giving guidance to students to become a full human being who are characterized in the dimensions of the heart, mind, body, and sense and will. In line with the above opinion, Zubaedi (2012: 19) argues that character education is "a sincere attempt to understand, shape, cultivates ethical values, both for ourselves and for all societies or citizens as a whole".

Understanding of Contextual Learning

Contextual approach is one of the student-based approaches. Contextual learning uses various methods that make the characteristics of Citizenship Education learning has a democratic feature. It demonstrates the characteristics of learning Civics a new paradigm which is democratic characterized by democratic learning model.

METHODOLOGY

Types of Research

Developmental research is a research method used to develop a product through a certain stage, until a product will be produced that tested the level of validity, practicality, and effectiveness of the needs. According to Sugiyono (2009: 297), research and development is a study that produces a specific product and test the effectiveness of the product. This research was conducted to develop a product in the form of teaching materials by integrating character education in contextual learning. The developmental model used refers to the 4-D model, proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. According Thiagarajan, et al. (in Trianto, 2012: 189) this model consists of four stages of define, design, development and disseminate.

Research Subjects

The subjects of this study are the students and the teachers of class V-A and V-B class SD Negeri 060841 Medan City. The criteria used to select the test subjects are as follows:

1) The condition of students according to the needs of research

2) The school environments that support the implementation of research

3) The teachers have not yet created a character-based Civics material through a contextual approach.

The trials design to be used in the development of the instrument is to use the control class, pre test and test posts that are stated as follows:

Test	Treatment	Test
T_1	X	T_2
T_1		T_2

Note:

T1 = Pre-test

T2 = Post-test

X = The treatment of character-based Civic materials

In conducting a limited trial involves 2 observers. From the results of this limited trial, it is analyzed and then revised to get the final draft. The purpose of this experiment is to find out the clarity of the readability of the teaching materials and to see the suitability of the planned time of the test. When the implementation is conducted, the test is conducted to the student ability tests which aim to determine whether the developed teaching materials can improve the character of the students. The test is conducted at the beginning (Pre-test) and end (Post-test) learning.

Validation Instruments

Validation instruments are used to determine the validity of the designed teaching materials. This validation sheet will be filled by the validator. This validation sheet contains the assessment aspects that include feasibility, language, presentation, and appearance. The data analysis of learning instrument validation results consist of modules, RPP and Tests Learning outcomes in terms of character development. In general, the assessed aspects are format, content and language. Activities undertaken to analyze this data are:

a) Putting the assessment data into the table includes: aspect (A_i) indicator (I_i), and value (V_{ji}) for each validator.

b) Determining the average of each indicator of the five validators by the formula:

$$I_i = \frac{\sum_{j=1}^{m} V_{ji}}{n} \qquad \text{(Arikunto, 2011)}$$

Note:
I_i = Average value for to-I indicator

V_{ji} = Score of to-j validator's assessment result to the i-indicator

n = Number of validators

j = Validator

The results obtained are written on the columns in the appropriate table.

c) Determining the average for each aspect by the formula:

$$A_i = \frac{\sum_{j=1}^{m} I_{ij}}{m}$$ (Arikunto, 2011)

Note:

A_i = average value for the i aspect

I_{ij} = average for the i aspect of the j indicator

m = number of indicators in the i aspect

i = aspect

j = indicator

The results obtained are written on the columns in the appropriate table.

d) Determining the average value of total validation for all aspects with the formula:

$$V_a = \frac{\sum_{i=1}^{n} A_i}{n}$$ (Arikunto, 2011)

Note:

V_a = total average value for all aspects

A_i = average value for the i aspect

n = number of aspects

j = aspect

The results obtained are written on the columns in the appropriate table.

e) Specifying the category of validity by matching the total average value (V_a) with the following validity criteria:

    $1 \leq Va < 2$: Invalid

    $2 \leq Va < 3$: Less Valid

    $3 \leq Va < 4$: Quite Valid

    $4 \leq Va < 5$: Valid

    $Va = 5$: Very Valid

Note:

V_a is the value of the determination of the validity level

f) The learning instruments have a good degree of validity if the minimum level of validity achieved in the category is valid. If the validity level is under a valid category then it is revised again based on the input of the validator. The revisions are made onward until a valid learning device is obtained.

Data Analysis Technique

Analytical technique used is descriptive data analysis, which describes the level of validity of teaching materials, the practicality of teaching materials, the student competencies that show the effectiveness of teaching materials.

3.5 Analysis of Teaching Material Validity

The analysis of teaching material validity is conducted by using Likert scale based on validation sheet. The scoring for each category can be seen in the following table.

Table.1; Scoring of Material Validity

Score	Category	Achievement Percentage Indicator
1	Less Good	0-25
2	Quite Good	26-50
3	Good	51-75
4	Very Good	76-100

(Adapted from Riduwan and Sunarto, 2007: 22)

To measure the calculation and the final value of the validity results the formula of Muliyardi (in Dahlan, 2012: 91) is used as follows:

$$R = \frac{\sum_{i=1}^{n} Vij}{nm} x100\%$$

Note:

R   : The average result the experts/practitioners assessment

Vij   : Score of the expert/practitioner's assessment of j toward I criteria

N   : The number of experts/practitioners who assess

M   : The number of criteria

The category of the teaching materials validity based on the final value obtained can be seen in the following table:

Table.2: Category of Teaching Material Validity

Interval	Category
1,00-1,99	Invalid
2,00-2,99	Less Valid
3,00-3,49	Valid
3,50-4,00	Very Valid

(Widjajanti, 2008:58)

Analysis of the Practicality of Teaching Materials

Analysis of the practicality is conducted including the questionnaire analysis of the teacher's and the students' responses.

a. Analysis of the teacher's and the students' Response Questionnaire

Filling out the questionnaire is conducted by using the following answer alternatives:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

The calculation of the final value of questionnaire data is analyzed by using the formula of Riduwan and Sunarto (2007: 23) as follows:

$$NA = \frac{PS}{SM} x 100\%$$

Note:

NA = Final value

PS = Obtaining score

SM = Maximum score

The category of practicality of teaching materials based on the final value obtained can be seen in the following table:

Table 3: Category of Practicality of Teaching Materials

Interval	Category
0-54	Not practical
55-59	Less practical
60-74	Practical enough
75-84	Practical
85-100	Very practical

(Purwanto, 2006:103)

b. Analysis of Teaching Material Effectiveness

The analysis of teaching materials effectiveness is conducted based on data obtained from data collection instruments. Data Analysis of the Character Assessment.

The steps taken in the analysis of the student character assessment data are as follows:

1) Giving assessment of each characteristic aspect according to the indicators developed, with the following provisions:

> 1 = always, when performing appropriate statements
>
> 2 = often, if often do appropriate statements and sometimes do not do
>
> 3 = sometimes, if sometimes do and often do not do
>
> 4 = never, if not do

2) Summing up the scores from each of the assessed aspects

3) Determining value by the formula:

$$N = \frac{The\ obtained\ score\ (SD)}{Ideal\ score (SI)}\ x\ 100\%$$

(Abidin, 2012:278)

The category of the students' character can be determined based on the following table:

Table 4: Category of Student Character Assessment

No.	Achievement Level (%)	Category	Description
1.	76-100	SM	Already Culturing
2.	51-75	MB	Start Developing
3.	26-50	MT	Start Visible
4.	0-25	BT	Visible Yet

(Adapted from Kemendiknas, 2010: 24)

The meaning of the character here is marking and focusing the application of virtue value in the form of action or behavior.

DISCUSSION

This research is a developmental research so that the product of this research is a product that meets the valid and practical and effective criteria. The development carried out in this research is a teaching material for students of grade V SD. The main purpose of this research is to describe the development result of the character-based teaching materials through contextual approach to material freedom of association. In addition, it also describes the students' characters and responses to the teaching materials. This chapter presents the research results on the development of the character-based civics materials through a contextual approach for class V SD by using the development model of 4-D.

Validation of Learning Design Experts

The validation of learning design on the developed teaching materials is conducted by 1 expert, Dr. Baharuddin, St, M.Pd who is a lecturer at the Faculty of Engineering UNIMED. The

validation results of the teaching materials in the form of assessment scores on the aspects of design learning include on the feasibility of presentation, presentation, language, and image selection. According to the learning design expert, the quality of the developed teaching materials is "valid". The validation of the components on the quality of teaching materials design can be seen in Table 5 below:

Table 5: Validation Result of Teaching Materials by the Learning Design Expert

Assessment Aspect	Assessment Indicator	Assessment Grid	Validator Score	Score Percentage	Criteria
Feasibility of Presentation	Presentation Technique	1. Systematic consistency of serving in learning activities	3	75 %	Valid
		2. Order of concept	3	75 %	Valid
	Supporting Presentation	3. Examples of problems in learning activities	3	75 %	Valid
		4. Problem training at the end of learning	3	75 %	Valid
		5. The accuracy of picture selection	3	75 %	Valid
		6. Accuracy of selection the image color	2	50 %	Less valid
		7. The accuracy of story selection	3	75 %	Valid
		8. Introduction	3	75 %	Valid
Presentation	Learning Presentation	9. Student involvement in learning activities	4	100 %	Very valid
		10. Encourage students to answer in their own way	4	100 %	Very valid
Language	Coherence and Mindset Thinking	11. Interrelationship between learning activities	3	75 %	Valid
		12. Presentation Time	3	75 %	Valid
		13. Ease of language understanding	3	75 %	Valid
Image Selection	Quality of LKS Display	14. Display	3	75 %	Valid
		15. Illustration	3	75 %	Valid

The conclusion of the validator of learning design expert on the developed teaching material is feasible to be used in the field without revision. However, there are suggestions for improving the quality of developed teaching materials. The criticism and suggestions from the validator of the learning design expert for revision of the teaching materials can be seen in Table 6 below:

Table 6: Revision of Learning Materials from Validator of Learning Design Experts

Validator	Mistakes	Suggested Revision
Dr. Baharuddin,St, M.Pd	There are some pictures on the LKS that are less clear.	Adjust the use of writing with pictures, symbols, on the student worksheet

Test Results of the Practicality of Teaching Material

After the teaching materials are declared valid, the next step is to test to find out the practicality and effectiveness of the developed teaching materials. The trial test is conducted on the students of grade V Elementary School 060841 Medan City. The trial is conducted twice meetings for the material of *Freedom of Organization*.

The practicality of developed teaching materials can be seen from the observation sheet of learning implementation, the results of questionnaire analysis by the teachers and the students practicality, observation of the use of teaching materials by students, and the results of interviews with teachers.

The Questionnaire Results of Practicality for Teachers

The questionnaire of the teachers' response is given to find out the teacher's opinions on the teaching materials that have been prepared. The analysis of data obtained from each questionnaire of the teachers' response to the practicality of the teaching materials can be seen the following table:

Table 7: Results of Master's Response Questionnaire Analysis

No.	Assessed Aspect	Score
1.	The language used in RPP is in accordance with	4
2.	The language used in the teaching materials is according to EYD	3
3.	Placement of appropriate illustration of the image is according to the order of the material	4
4.	The description of the sentences easily understood by teachers	4
5.	Teaching materials ease the teachers to teach the materials to the students.	4
6.	Instructions on the teaching materials ease the teachers to convey the purpose and target of various activities to the students	3
7.	Teaching materials ease the teachers to attract the students' interest in learning	4
8.	Images in the teaching materials ease the teachers to help the students understand the material	3
9.	Steps in the RPP R are according to the allocation of available time	3
10.	Teaching materials facilitate the teachers in developing the students' character	3
11.	This teaching material can be used as one of the data sources for the assessment of learning process	4
	Obtained score	39
	Maximum Score	44
	Percentage of Practicality	88,6 %
	Category	Very Practical

Table 7 shows that the average percentage of the respondents' assessment on the character-based teaching materials of Civics through a contextual approach is in the very practical category with the percentage of practicality of 88.6%. This means that the developed material has the practicality of both presentation and use. Thus it can be concluded that the practicality

of the teaching materials characters based on Civics through a contextual approach based on the teachers' response questionnaire is categorized *very practical*.

The Questionnaire Results of Practicality for Students

The questionnaire of the students' responses is given to the students to find out the students' opinions about the practicality level of the teaching materials. The responses questionnaire is

completed by 20 students at the end of the trial. In summary, the results of the practicality on the student response questionnaire after using the teaching materials can be seen in the following table:

Table 8. Analysis of the Questionnaire Results of the Students' Response

No	Assessed ASpect	Practicality (%)	Category
1.	The teaching material has an attractive appearance	91	Very Practical
2.	Language in learning material is easy to understand	94	Very Practical
3.	The use of writing, color, and drawing on teaching materials makes it easy for me to understand the lesson	94	Very Practical
4.	The teaching materials have clear instructions	96	Very Practical
5.	I am interested in learning to use this resource	94	Very Practical
6.	The teaching materials really help me in understanding the reading	94	Very Practical
7.	The teaching materials keep me active during the learning process	91	Very Practical
8.	The Worksheets on teaching materials make it easy for me to discuss with friends	87	Very Practical
9.	The pictures in the teaching materials enhanced my curiosity, so I was interested in learning Civics	87	Very Practical
10.	The worksheets in the teaching materials guide me to work with each other	94	Very Practical
11.	Using this resource, Civic learning becomes less tedious	97	Very Practical
12.	I am so happy to learn Civics after using this resource	96	Very Practical
Practicality Percentage		93 %	Very Practical

Character Assessment

The result of the students' character assessment is obtained from the observation of the students' character during the learning process. The data are obtained from the observation sheets filled with 2 observers to observe the students' attitudes during the learning process. The character values observed are meticulous, confident, and creative. The observation result on the students' character can be seen briefly in the following table:

Table 9: Results of Student Character Assessment

No	Developed Character Values	Values (%)		Average	Category
		P1	P2		
1.	Thoroughly	68	76	72	MB
2.	Self Confidence	60	68	64	MB
3.	Cooperation	70	74	72	MB
Average				69,3	MB

Learning Assessment

The assessment of the Civics learning process is conducted by using the rubric assessment. The aspects that are assessed are discussion activities, presentation of discussion results and reflection of discussion results. In summary, the results of the students' Civics learning assessment can be seen in the following table:

Table 10: Results of Civic Learning Process Assessment

No.	Assessment Indicator	Class Average Value (%)	Category
Discussion Stage			
1.	Cooperation in group discussions	86,27	Very Good
Discussion of the Percentage Results Stage			
2.	Reading the discussion results	80,39	Good
3.	Explanation of the result of discussion	82,35	Very Good
4.	Responding to information	84,31	Very Good
Reflection Stage			
5.	Making Conclusions	76,47	Good
Average		81,96	Very Good

Table 10 shows the assessment results of the students Civics learning for each assessment indicator is in the range of 76.47% to 86.27% belonging to the category of *good* and *very good*. While the assessment result process of Civics learning activities as a whole is 81,96% with *very good* category. Thus it can be concluded that the character-based Civics teaching materials through this contextual approach has been said to be effective.

Results Assessment

The assessment of Civics learning outcomes in the form of understanding the test is given to the students at the end of the meeting. This assessment is intended to determine the extent to which the understanding that students have gained after following the lesson. After the test through the student worksheet, the following results are obtained:

Table 11: Percentage of the Assessment Completeness of the Civics Learning Outcomes Based on KKM

Number of Students	Completeness	
	Completed (≥70)	Not Completed (<70)
20	16	4
Percentage (%)	80	20

From the table 11, it can be seen that from 20 students who take part in the comprehension test, as many as 16 people or 80% of the students obtained the value above KKM (≥ 70). While the rest, that is 2 students or 20% obtained the value under the KKM.

Based on these results, it is known that more than 75% of the students who take part in the learning by using character-based Civics teaching materials through a contextual approach *completed* in learning.

Character Assessment

The assessment of the students' character is based on the observation of the stduents' character during the learning process. The instrument used is an observation sheet which is also used in the development stage. The observation result of the students' character can be seen in following table:

Table12: Results of Students' Character Assessment

No	Developed Character Values	Values (%)		Average	Category
		P1	P2		
1.	Thoroughly	68	76	72	MB
2.	Self Confidence	60	68	64	MB
3.	Cooperation	70	74	72	MB
Average				69,3	MB

Civic Learning Assessment

Similarly, in the development stage, the assessment of the Civic learning process is also conducted by using the assessment rubric. The aspects are also assessed a number of the students' skills from the same activities of discussion, presentation of results of discussion and reflection of the results of the discussion. The results of the student learning process assessment can be seen from the following table:

Table 13: **Results of the Student Learning Process Assessment**

No.	Assessment Indicator	Class Average Value (%)	Category
Discussion Stage			
1.	Cooperation in group discussions	85	Very Good
Discussion of the Percentage Results Stage			
2.	Reading the discussion results	85	Very Good
3.	Explanation of the result of discussion	83,33	Very Good
4.	Responding to information	81,67	Very Good
Reflection Stage			
5.	Making Conclusions	76,47	Good
Average		82,33	Very Good

4.10 Assessment of the Civics Learning Outcomes

The assessment of the Civics learning outcomes is conducted by doing a comprehension test in the form of learning-related problems. The effectiveness test at the development stage, tests is also conducted at the end of the meeting. In summary, the results of student understanding tests can be seen in the following table:

Table 14: Percentage of the Assessment Completeness of Civics Learning Outcomes Based on KKM

Numebr of students	Completeness	
	Complete (≥70)	Not completed (<70)
20	16	4
Percentage (%)	80	20

Table 14 shows that from the 20 students who participated in the test, 16 students or 80% of the students have scores above the KKM (≥ 70). Meanwhile, 4 students or 20% got the value under KKM.

### Data Validation Results of theLlearning Design Expert

The result of validation of learning design on the developed Teaching Materials of Civics shows that: 1) the quality of learning design of teaching materials seen from the feasibility of the presentation is considered *very valid*, with percentage 71,86%; 2) the quality of learning design of PKN teaching materials seen from the presentation is considered *very valid*, with the percentage of 100%, 3) the quality of learning design of PKN In terms of language is considered *valid*, with 75% percentage and 4) the quality of learning design of PKN In terms of the selection of the image is considered *valid*, with 75% percentage. The percentage of assessment results by the design expert of learning can be seen in the following Table 15:

Table 15: **Percentage of Average Results of Assessment from Learning Design Expert**

Assessmetn Aspect	Score Pwercentage	Average Percentage	Criteria
Feasibility of Presentation	75 %	71,86 %	Valid
	75 %		
	75 %		
	75 %		
	75 %		
	50 %		
	75 %		
	75 %		
Presentation	100 %	100 %	Very valid
	100 %		
Language	75 %	75 %	Valid
	75 %		
	75 %		
Image Selection	75 %	75 %	Valid
	75 %		
Average		80,47 %	Valid

Based on the data analysis, it can be concluded that the average percentage of the assessment results of the learning design of Civic materials is categorized as "*valid*" with an average score of 80.47%. The percentage of the results of the assessment of the design expert can be seen in Figure 1 below:

Figure 1: Chart of Average Percentage the Learning Design Expert Assessment Results
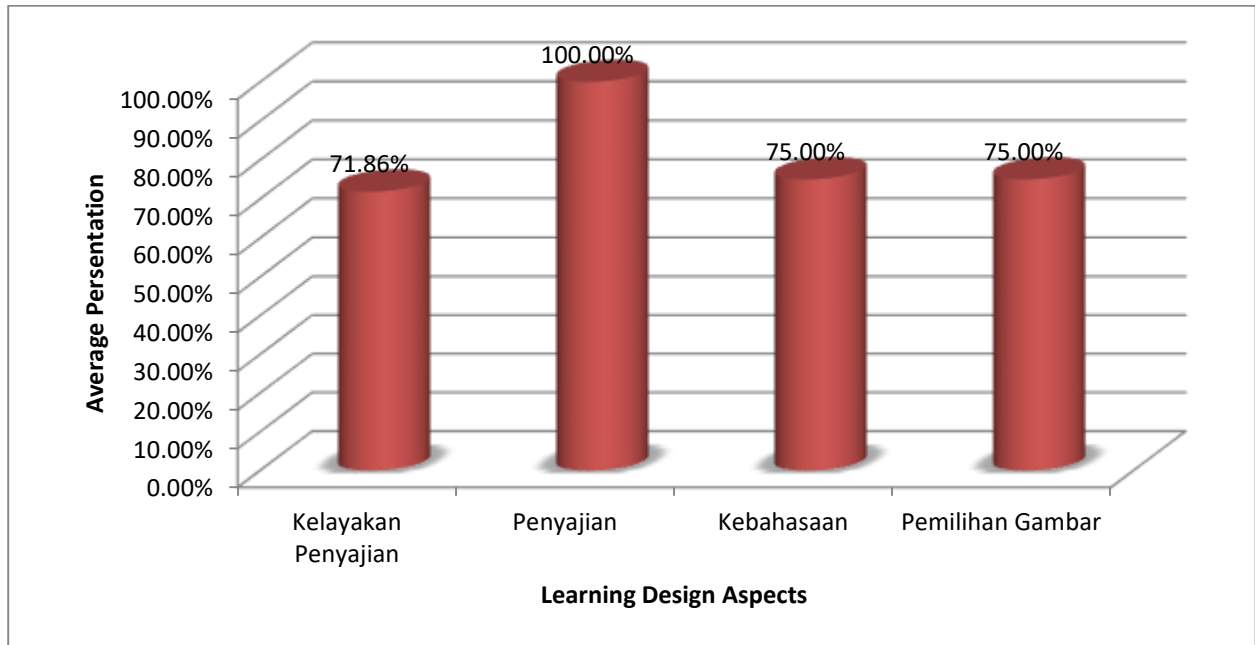
Based on the assessment results of the learning design, there are some things that must be improved, among others, clarify the color of each image on the Civics teaching materials. After the revision, the learning design expert stated that the developed Civics learning is suitable for use in the field without revision and validity.

CONCLUSION

The character-based Civics learning materials through the contextual approach which are resulted in this development research are valid in terms of content and constructs. This can be seen based on the results of experts' validation and practitioners on the developed teaching materials with *valid* categories. This result provides an illustration that the developed teaching materials can be used in learning Civics in grade V in SD Negeri 060841 Medan City. Character-based Civics teaching materials through the contextual approach generated in this development study have been declared effective for improving Civic learning skills and developing student character. This can be seen from the assessment process and the results of learning Civics. The completeness obtained by the students strongly illustrates that the teaching materials that have been developed effectively used in Civics learning in class V SD.

REFERENCES

Abd. Rachman Abror, 1993. *Psikologi Pendidikan*. Yogyakarta: Tiara Wacana

Abidin, Yunus. 2012. *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama.Ahmad, Zainal Arifin. 2012. *Perencanaan Pembelajaran*. Yogyakarta: Pedagogia.

Abdorrakhman Gintings, 2008. *Esensi Praktis: Belajar dan Pembelajaran*.

Bandung: Humaniora.

Ahmad, Zainal Arifin. 2012. *Perencanaan Pembelajaran*. Yogyakarta: Pedagogia.

Andi Prastowo, 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif*.

Yogyakarta: Diva Press.

Armai, Arief, 2002, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, Jakarta: Ciputat Pers.

Arikunto, Suharsimi. (2011). *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara.

Budiningsih .C. Asri, 2005. *Belajar dan Pembelajaran*. Jakarta: PT Aneka Cipta.

Daryanto, 2013. *Menyusun Modul: Bahan Ajar untuk Persiapan Guru dalam Mengajar*. Yogyakarta: Gava Media.

Departemen Pendidikan Nasional.2002. *Pendekatan kontekstual (Contextual Teaching andLearning)*. Jakarta. Direktorat Jendral Pendidikan Dasar dan Menengah Direktorat Sekolah lanjutan Tingkat Pertama.

Departemen Pendidikan Nasional. 2003. *Interaksi Belajar Mengajar. Jakarta*: Departemen Pendidikan Nasional.

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas.

Diknas, 2004. *Pedoman Umum Pemilihan dan Pemanfaatan Bahan Ajar*. Jakarta: Ditjen Dikdasmenum.

Engkoswara, 1984. *Dasar-Dasar Metodologi Pengajaran*, Jakarta: Bina Aksara

Eveline Siregar dan Hartini Nara, 2014. *Teori Belajar dan Pembelajaran*. Bogor: Ghalia Indonesia

Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: Pustaka Setia.

Ishak Abdulhak dan Deni Darmawan, 2013. *Teknologi Pendidikan*. Bandung: PT Remaja Rosdakarya

Santosa A. 2015. *Kamus Besar Bahasa Indonesia*.Medan: Mahkota Kita

Kemendiknas, 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Pusat Kurikulum.

_____. (2011). "Panduan Pelaksanaan Pendidikan Karakter". Jakarta: Pusat Kurikulum dan Perbukuan.

Kesuma Dharma, dkk.(2012). *Pendidikan Karakter*. Bandung: Remaja Rosdakarya

Kunandar. 2007. *Guru Profesional : Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta : Rajagrafindo Persada.

Kunandar. (2013). *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*. Jakarta: PT Raja Grafindo Persada.

Lickona, Thomas. 2012. *Educating for Character*. Terjemahan oleh Juma Abdu Wamaungo . Jakarta: Bumi Aksara.

Mustaji, 2008. *Pembelajaran Mandiri*. Surabaya: UNESA FIP.

Muslich, Masnur, 2007, *Melaksanakan PTK Penelitian Tindakan Kelas itu Mudah,* Jakarta: Bumi Aksara.

Muslich, Masnur. 2011. *Pendidikan Karakter menjawab Tantangan Krisis Multidimensional*. Jakarta: Bumi Aksara.

Nasution.S, 2011. *Berbagai Pendekatan dalam Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.

Narwanti, Sri. 2011. *Pendidikan karakter*. Yogyakarta : Familia

Nono Sutarno, dkk., 2008. *Materi Pembelajaran IPA SD*. Jakarta: Universitas Terbuka

Nurhadi, dkk. (2003). *Pembelajaran Kontekstual (Cooperatif Learning di Ruang-ruang Kelas)*. Jakarta: Gramedia Widiasarana.

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2007 tentang *Standar Penilaian Pendidikan*. Jakarta: Direktoral Jenderal Manajemen Pendidikan Dasar dan Menegah.

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 tentang *Standar Proses*. Jakarta: Direktoral Jenderal Manajemen Pendidikan Dasar dan Menegah.

Plomp, T dan Nieveen. N. (Eds). 2007. *An Introduction to Educational Design Research.* Enschede: Netherlands Institute for Curriculum Development (SLO).

Purwanto, dkk. (2007). *Pengembangan Modul*. Pusat Teknologi Informasi dan Komunikasi, Depdiknas, Jakarta. http://issuu.com/download-bse/docs/buku_pengembangan_modul_full. Diakses :16 September 2013

Riduwan dan Sunarto. 2007. *Pengantar Statistik untuk Penelitian: Pendidikan, Sosial, Komunikasi, Ekonomi, dan Bisnis*. Bandung: Alfabeta.

Roestiyah. 2008. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Sanjaya, Wina. 2009. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Prenada media Group.

Sinaga, Yusuf. 2009. Gastroenteritis Akut. Diunduh dari http://pustakakedokteran.com/gastroenteritis-akut .Diakses pada 25 April 2016.

Sitepu, B., P. 2005. "Memilih Buku Pelajaran". *Jurnal Pendidikan Penabur 4*: 113-126

Sofyan,Gusam dan Amiruddin.2007.*Modul Diklat Profesi Guru Model-Model Pembelajaran 1*. Kendari : Universitas Haluoleo.

Suryosubroto, 1983. *Sistem Pengajaran Dengan Modul*, Yogyakarta: Bina Aksara.

Suyono dan Hariyanto. 2011. *Belajar dan Pembelajaran Teori dan Konsep Dasar*. Bandung: PT Remaja Rosdakarya.

Sugiyono. 2009. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta.

Thiagarajan, S. Semmel, DS. Semmel, M. 1974. *Instructional Development for Training Teachers of Exceptional Children*. A Sourse Book. Bloomington: Central for Innovation on Teaching The Handicapped.

Tjipto Utomo, 1991. *Peningkatan dan Pengembangan Pendidikan*. Jakarta: Gramedia Pustaka Utama.

Trianto, 2007. *Model Pembelajaran Terpadu dalam Teori dan Praktek*. Jakarta: Prestasi Pustaka.

Trianto. (2010). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Group.

Trianto. 2011. *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. Jakarta: Kencana Prenada Media Group.

-------. 2012. *Mendesain Model-Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.

Widjajanti, Endang. 2008. *Kualitas Lembar Kerja Siswa.* (Online), (*staff.uny.ac.id/system/files/pengabdian/endang.../kualitas-lks.pdf,* diakses pada tanggal 24 November 2016).

Wiyani, Novan Ardy. 2013. *Membumikan Pendidikan karakter di SD*. Yogyakarta: Ar-Ruzz Media.

Winarno. 2006. *Paradigma Baru Pendidikan Kewarganegaraan*. Bumi Aksara. Jakarta

Winarno. (2013). *Pembelajaran Pendidikan Kewarganegaraan: Isi Strategi dan Penilaian.* Jakarta: Bumi Aksara.

Winkel, 2009. *Psikologi Pengajaran*. Yogyakarta: Media Abadi

Yulia Citra, 2012. *Pelaksanaan Pendidikan Karakter Dalam Pembelajaran. Volume I Januari 2012.* http://ejournal.unp.ac.id/index.php/jupekhu diunduh 24 desember 2016.

Zubaedi. 2012. *Desain Pendidikan Karakter*. Jakarta: Kencana.