

The Development of the Anyflip Digital Module in Strengthening Bhineka Global Character and Students' Critical Thinking Skills

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Abstract

This research utilized the Research and Development (R&D) method to develop the Digital Learning Module "Pancasila Student Profile Strengthening Project" (P5). The development process followed the ADDIE model, which includes analysis, design, development, implementation, and evaluation phases. The analysis phase involved curriculum analysis and student needs assessment, revealing difficulties in Civic Education (PPKn) learning. The design phase encompassed planning learning objectives, test development, teaching strategies, and learning materials. The development phase transformed a printed module into an e-module, with components for general information, core content, and attachments. The implementation phase included testing prototype 1 and collecting questionnaires from students and PPKn teachers. Evaluation indicated that the "Bhineka Tunggal Ika" E-Module was deemed "Very Practical" by both teachers and students. The module proved effective in supporting learning, enhancing students' learning outcomes, especially in Bhineka Global character and critical thinking skills. Its advantages included easy access, cost savings, increased student interest in learning, and teaching flexibility. However, there were some limitations to consider, such as the need for careful planning in module modifications, dependence on an internet connection, and device specification differences.

Keywords: Anyflip Digital Module, Bhineka Global Character, Critical Thinking Skills

1 INTRODUCTION

The "Pancasila Student Profile Strengthening Project" provides students with the opportunity to 'experience knowledge' that reinforces their character and enables learning from their surrounding environment (Satria, 2022). The concept of the Global Bhineka Profile is not new. Even our first President, Ir. Soekarno, proposed the State Foundation, i.e., Internationalism, which emphasized the importance of safeguarding the rights of all nations on a global scale (Siswoyo, 2013). Additionally, Bung Hatta developed the "Active Unaligned" foreign policy, marking Indonesia's commitment to achieving sovereignty and maintaining world peace without aligning with either of the major blocs (Widiani, 2010). Currently, we live in a global world that transcends national borders (Saryono, 2022). To uphold Indonesia's existence on the international stage and face the future as one of the world's economic powers, the character of Global Bhineka becomes essential for the younger generation (2050 Projection).

Understanding human character has various perspectives. According to E. Mulyasa in his book "Character Education Management," character has its roots in the Greek word that means "mark." This perspective emphasizes an individual's ability to apply the values of goodness in everyday actions (Mulyasa, 2013). It means character reflects real actions that characterize a person's nature and values. On the other hand, Al Ghazali has an interesting viewpoint on character. For him, character is a quality ingrained in a person's soul, leading to actions being done easily and without prolonged consideration (Tohidi, 2017). In Al Ghazali's view, character is the driving force of behavior that arises naturally from within the individual. Thomas Lickona, an expert in character education, explains that

good character involves three main components. First, individuals must have knowledge of what is good and right, i.e., "knowing the good." Second, individuals must love these values of goodness, or "loving the good." And third, good character is reflected in the actual actions taken by individuals to do good in their daily lives, or "doing the good" (Lickona, 2012). These three perspectives depict the complexity of human character, encompassing understanding, intention, and action. The development of strong character involves an understanding of values, depth of the soul, and real actions that reflect good character. As a result, an individual's character becomes the foundation for positive actions and quality social relationships.

According to Samani and Hariyanto, the primary guidance for character education development in Indonesia is revealed in the draft of the Character Education Grand Design published on October 23, 2013. In this draft, a framework for the culturalization and empowerment of character is outlined, to be implemented through strategies at both macro and micro levels. The macro level is national in scope, while the micro level focuses more on the holistic development of character within educational institutions or schools (Samani & Hariyanto, 2013). In the macro context, character education is divided into three main stages: planning, implementation, and outcome evaluation. The planning stage involves character development based on various national ideological sources, relevant legal aspects, theoretical considerations such as brain theory, psychology, values and morals, education, and socio-cultural factors. This stage is also based on empirical experience and best practices from national figures, cultural groups, including pesantren (Islamic boarding schools), and various other sources (Samani & Hariyanto, 2013). Thus, this guidance helps create a robust framework for integrating character values into Indonesia's education system, from planning to outcome evaluation, with reference to relevant values, theories, and best practices. This is an essential step in building a strong foundation for character education nationwide.

A module is one of the critical components of learning materials. In the context of teaching and learning process management, learning materials encompass elements such as syllabi, lesson plans (RPP), student activity sheets (LKS), learning assessment instruments or tests (THB), teaching media, and student textbooks (Ibrahim, Trianto, 2009). According to the Ministry of Education, learning material development is an ongoing process that involves revision activities at each step (Trianto, 2009). In learning material development, the teaching module functions as a document containing learning objectives, steps, learning media, and relevant assessments for the implementation of the project. Educators have the flexibility to create, select, or modify this module according to the context, student characteristics, and their needs. The creation of the module serves several purposes, including enabling students to learn independently, reducing the dominance and authority of teachers in the learning process, instilling honesty in students, accommodating various learning paces, and allowing students to measure their understanding of the material they have learned (Prastowo, 2015).

Based on the background outlined, the researcher is interested in conducting Research and Development (R&D) with the title: "Development of Anyflip Digital Module in Strengthening Bhineka Global Character and Critical Thinking Skills of Students."

2 RESEARCH METHODS

The method used in this research is the Research and Development (R&D) method, with the aim of producing a new product or enhancing an existing one. This method can be applied in various fields, including education. In this study, the researcher employed a research and development approach to develop the Digital Learning Module "Pancasila Student Profile Strengthening Project" (P5) for 8th-grade students in the first semester. The development process for the digital module followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), involving five stages: analysis, design, development, implementation, and evaluation. This research involved 8th-grade

students from State Junior High School 19 Depok as research subjects and was conducted over three months, from March to July 2023.

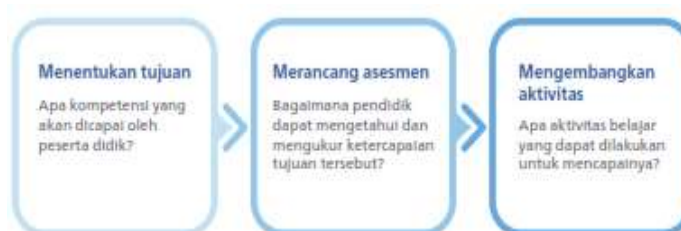
In the analysis stage, curriculum analysis, student needs analysis, and the essential concepts required to create the product were performed. The student needs analysis revealed the difficulties students currently face in learning Civic Education (PPKn). The design stage encompassed planning and formulating learning objectives, test development, teaching strategies, and supportive learning materials. The development stage involved creating the digital module for the "Pancasila Student Profile Strengthening Project" (P5), consisting of general information, core components, and attachments. This module initially existed in printed form and was then transformed into an e-module. The implementation stage included testing the module using prototype 1 and distributing questionnaires to student and PPKn subject teachers. Finally, the evaluation stage focused on analyzing the data and making improvements based on respondent feedback. The results of the analysis were used to revise and produce prototype 2 or the final product.

3 RESULT AND DISCUSSION

3.1 Design

The E-Module "Bhineka Tunggal Ika" was developed with the aim of facilitating students' learning both offline and online. The goal of this development was to produce a digital learning material in the form of the Anyflip module focusing on the subject of "Bhineka Tunggal Ika." In developing this Anyflip module for "Bhineka Tunggal Ika," the researcher employed the Research and Development (R&D) methodology, using the ADDIE development model, which includes analysis, design, development, implementation, and evaluation.

The development of the Anyflip digital module aimed to create a learning resource that serves as a guide for implementing learning in line with the goals of strengthening the Pancasila Student Profile. The purpose of the profile project is to enhance the achievement of the Pancasila Student Profile competencies. To ensure that the exploration or development of profile project activities remains aligned with the goals, educators can employ the backward design strategy with the following thinking process flow: 1) determining objectives, 2) designing, and 3) developing learning activities. The backward design strategy is presented in the image below:



Picture 1 : This approach ensures that the learning activities are designed with clear objectives in mind, which, in turn, helps achieve the desired outcomes in strengthening the Pancasila Student Profile.

The use of the Anyflip application in developing digital modules is a platform that offers the creation of digital books. The process is very easy and straightforward. The first step to follow is to visit the AnyFlip website at <http://anyflip.com/>. However, before accessing the AnyFlip website, you should already have a file that you want to turn into digital teaching material in the form of a PDF file.

3.2 The Suitability

The suitability of the Anyflip Digital Module on the theme "Bhineka Tunggal Ika" can be observed from the responses of teachers and students, which fall under the category "Very Practical." The practicality analysis of the Anyflip digital module for the "Bhineka Tunggal Ika" theme involved 20 questions, including questions from teachers' responses regarding the practicality of the teaching material. Out of the three respondents, their practicality responses ranged from 72 to 29.88. These values fall within the "Very Practical" category concerning the Anyflip digital module.

Similarly, the practicality analysis of the Anyflip Digital Module on the theme "Bhineka Tunggal Ika" involved 20 questions from student responses regarding the practicality of the teaching material. The analysis indicated that students, as respondents, rated the practicality of the learning material on a scale of 1 to 4, with 97 students falling within the range of 66.14 > 29.88. These values also fall within the "Very Practical" category. This suggests that both samples, i.e., teachers and students, provided a "Very Practical" rating for the Anyflip Digital Module product.

In this research, the suitability of the digital module was obtained through validation by media experts and subject matter experts to determine the suitability or validity of the Anyflip Digital Module. In this study, the validation included instrument validation and digital module validation. The validity level was determined based on the scores from Validator I and Validator II, with scores of 132 and 126, resulting in an average score of 0.86, falling under the "Very Valid" category.

Similarly, the analysis of the practicality of the digital module teaching material followed a similar pattern. In the practicality analysis of the Anyflip Digital Module on the theme "Bhineka Tunggal Ika," 20 questions were used, including questions from teachers' responses regarding the practicality of the teaching material. Out of the three respondents, their practicality responses ranged from 72 to 29.88, falling within the "Very Practical" category concerning the Anyflip digital module.

3.3 The Effectivity

The digital module is a learning resource or instructional design based on the curriculum, which is applied with the goal of achieving the predetermined competency standards. The primary role of the teaching module is to support teachers in designing their lessons. In the development of teaching materials, teachers play a crucial role, and they must sharpen their thinking skills to innovate within the teaching modules. Therefore, creating teaching modules is a pedagogical competency that teachers need to develop. This is to make sure that the teaching techniques employed by teachers in the classroom are effective, efficient, and aligned with the learning outcomes.

Teaching modules are essential in the learning process for both teachers and students. In reality, teachers may find it challenging to enhance their teaching effectiveness without the support of comprehensive teaching modules. This also applies to students, as the material presented by teachers may not be systematic, and the delivery may not align with the curriculum that should be applied. Hence, teaching modules are the primary means to improve the quality of the learning process, benefiting teachers, students, and the overall learning experience.

The effectiveness of using teaching modules can be assessed by their utility, i.e., whether the teaching modules function in developing the learning process and enriching students' learning experiences. This is evidenced by the increase in research results, especially concerning Variable X1, which relates to Global Characteristic and Variable (X2) Critical Thinking Skills. These variables show a significant improvement after using the Anyflip digital module as part of the Pancasila Student Profile Strengthening Project. This is confirmed by the attitude scale calculation, which resulted in an average score of 75.54%. Likewise, for the Critical Thinking variable, the average score was 78.69%. Based on the summarization of responses from both teachers and students, the teaching module received the "Very Practical" category. This practicality test is the final result of the Anyflip Digital Module product developed, also known as Prototype 2.

The advantages of the Anyflip Digital Module for "Bhineka Tunggal Ika" include facilitating the teaching and learning process for both students and teachers, cost-saving for students as they no longer need traditional textbooks, and the flexibility to access the module anytime and anywhere with the use of Android devices. Additionally, the e-module for "Bhineka Tunggal Ika" can increase students' interest in learning, as indicated by the practicality level in their responses. This aligns with Santika's research that underscores the role of modules as independent learning tools, allowing students to learn at their own pace.

The software used in creating the "Bhineka Tunggal Ika" e-module is Anyflip. According to Widayanti, Anyflip offers the advantage of easy sharing with students via links, and students can access it from anywhere. However, the application does not support video or audio for free accounts. Each section of the "Bhineka Tunggal Ika" e-module includes practice questions for evaluation purposes.

Nevertheless, the Anyflip Digital Module for "Bhineka Tunggal Ika" has some drawbacks. It requires careful planning and a long time for modifications. In terms of media, the e-module can be accessed both online and offline, but it must initially be downloaded for offline access. Furthermore, the e-module may have different specifications on various mobile devices, making it accessible on only certain types of smartphones. Therefore, additional links have been included for easier access to the module, but it requires an internet connection to access the link or to scan the provided barcode.

Future recommendations for the "Bhineka Tunggal Ika" Anyflip Digital Module include using teaching approaches and models such as contextual models, discovery learning, and inquiry-based learning that align with the 21st-century educational skills, including critical thinking, creative thinking, problem-solving skills, and communication skills, known as the 4Cs. Moreover, the "Bhineka Tunggal Ika" Anyflip digital module can be made more appealing with a more varied appearance, ensuring easier accessibility for all users, including Class VIII students of SMP Negeri 19 Depok and the teacher involved, who is a Civics teacher.

4 CONCLUSION

Based on the results of this research, it can be concluded that: 1. The "Bhineka Tunggal Ika" E-Module was rated as "Very Practical" by both teachers and students, reflecting the effectiveness of the module in supporting learning. 2. The module has been proven to improve students' learning outcomes, especially in terms of Global Characteristic and Critical Thinking skills. 3. The advantages of the "Bhineka Tunggal Ika" E-Module include easy access, cost savings for students, increased student interest in learning, and flexibility in teaching and learning. 4. There are some limitations, such as the need for careful planning in modifying the module, dependency on an internet connection, and variations in device specifications. 5. Development recommendations involve the integration of modern teaching models, such as contextual models, discovery learning, and inquiry-based learning, as well as improving the module's appearance and accessibility to make it easily accessible to all users, both students and teachers.

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