

Electronic Educational Module for Civic Education Based on the Cultural Values of North Sumatra Society

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Abstract. This research aims to develop and validate an electronic Civic Education Module Based on the Cultural Values of North Sumatra Society. Data collection was conducted through observations, interviews, document studies, and questionnaires. The data were analyzed using quantitative descriptive analysis. The subjects of this research were four experts in both content and culture. The results of the research indicate that 1) the conceptual design of the electronic civic education module based on cultural values involves several stages, including the identification of development objectives, needs analysis, target setting, material determination, cultural values determination, device selection, drafting the module, and validation; 2). The validation test results show that the electronic module is deemed suitable with a percentage of 85.22%. This result indicates that the electronic module can be used in Civic Education learning.

Keywords: Electronic Module, Civic Education, Cultural Values.

1 Introduction

This article examines innovations in Civic Education learning at the university level. In the context of the curriculum, Civic Education is a learning program aimed at developing the citizenship competence of individuals, encompassing knowledge, attitudes, and skills. In a broader sense, Civic Education is a learning program that promotes students' engagement in community life. In this regard, Civic Education is a subject that encourages civic engagement in matters of justice, sustainability, and other social issues. To achieve this goal, Civic Education must educate young people to influence and make decisions on various public issues and encourage participation in democratic systems [1].

Educating capable young citizens who are skilled decision-makers, possess character, and actively participate is no easy task. This goal must be supported by a learning process that provides a comprehensive learning experience for students. Research on the implementation of Civic Education in the United States shows that learning is carried out as an effort to strengthen patriotic values through the practice of various basic citizen skills [2]. In Singapore,

Civic Education is prepared to provide opportunities for students and teachers to discuss participation in decision-making that affects social issues [3]. Meanwhile, in Hong Kong, Civic Education is an effort to cultivate good citizens who work to develop governance [1]. Now, what about Indonesia, where Civic Education has been implemented since 1957 under the name Civics.

In general, Civic Education in Indonesia is an effort to build a learning experience for young citizens [4]. Specifically, Civic Education is a learning program aimed at developing students' character and independence in line with national values [5]. As a learning program, Civic Education should focus on shaping attitudes and strengthening knowledge and skills. The higher the level of Civic Education a student receives, the better their citizenship competence. This aligns with what [6] have stated, explaining that higher education provides more opportunities for citizens to engage in political participation through Civic Education.

Innovating in education is an ideal mechanism to provide a holistic learning experience for students. In higher education Civic Education, one innovation is the development of e-modules as teaching materials that can be used by students. The use of e-modules is expected to facilitate complete, dynamic, enjoyable, and goal-oriented learning interactions. In this research, Civic Education e-modules were developed by integrating the Cultural Values of the Sumatra Utara community. This is considered an effort to transmit cultural values to the younger generation through Civic Education. The importance of transmitting cultural values aligns with what [7] has suggested, that Civic Education in higher education has traditionally lacked the reinforcement of cultural values and tends to focus more on the relationship between citizens and the state. However, Civic Education should teach citizenship competence comprehensively and multidimensionally, including the reinforcement of cultural values (local wisdom) to build students' holistic, humane, and cultured thinking. This research will produce an electronic module for Civic Education based on the cultural values of the Sumatra Utara community.

With these objectives in mind, the research questions are as follows:

1. What is the conceptual design of the electronic Civic Education module based on the cultural values of the Sumatra Utara community?
2. What are the expert and practitioner validation results for the electronic Civic Education module based on the cultural values of the Sumatra Utara community?

2 Method

2.1 Metode

As mentioned above, this research aims to produce an electronic Civic Education module based on the cultural values of the North Sumatra community. To achieve this goal, the research procedure used is by employing research and development (R&D) with the adoption of the ADDIE model (Analyze, Design, Development, Implementation, Evaluation).

2.2 Procedure

In line with the development steps of the learning product through the ADDIE model mentioned above, this research only covers three stages, which are (1) conducting a needs analysis; (2) designing an electronic Civic Education module based on cultural values, and (3) the development process. These three stages will result in a conceptual model of the electronic Civic Education module based on the cultural values of the North Sumatra community, as well as the validation test results of the developed module. The research implementation process using the ADDIE model is illustrated in the table below:

2.3 Research Subjects

This research was conducted at Medan State University (Unimed), North Sumatra, Indonesia. The participants in this study were four lecturers who taught Civic Education courses, as well as subject matter and media experts. Specifically, the lecturers who participated in this research were those who had an understanding of Civic Education concepts and technology in education.

2.4 Data Collection Tools

Qualitative data were collected through interviews, observations, and document analysis, while quantitative data were gathered through questionnaires. Qualitative data were intended to understand the conceptual design needed in the development of the electronic Civic Education module based on the cultural values of the North Sumatra community. Quantitative data, on the other hand, were necessary as a basis for assessing the developed electronic module.

2.5 Data Analysis Techniques

As it is a research and development study, the data analysis techniques are tailored to the data collection methods used. For qualitative data, data analysis follows the 5 stages according to [8] which include data collection, reduction, presentation, and drawing conclusions. Meanwhile, for quantitative data, data collection follows the guidelines based on [9]

3 Result

The Conceptual Design of an electronic Civic Education module based on the cultural values of the North Sumatra community.

Conceptually, the design of the electronic Civic Education module based on the cultural values of the North Sumatra community combines the principles of module development, the utilization of ICT, which is then elaborated with cultural values. In this study, the elaboration of cultural values refers to the culture of the North Sumatra community. The development of the electronic module follows the Sidek model [10] and [11] which is then adapted to the research needs and objectives. If depicted, the conceptual design of the electronic Civic Education module based on the cultural values of the North Sumatra community is as follows:

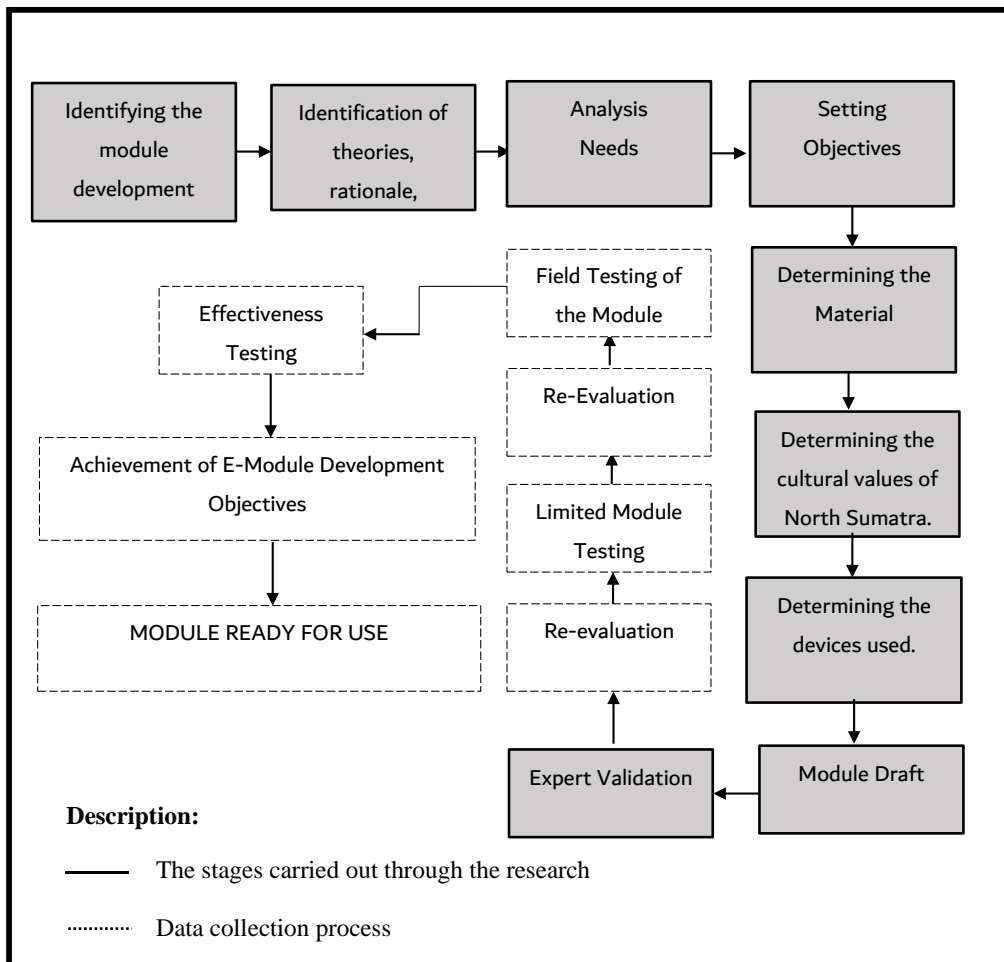


Fig. 1. The conceptual design of the e-module through the adaptation of Sidek's model (Mahfar et al., 2019) and Noah and Ahmad's model (2005).

Sidek's model suggests that there are at least 17 stages that need to be carried out in the development of a module. In this research, the researcher elaborated on module development according to Sidek's model to meet the research objectives, specifically up to expert validation. The research findings are presented in the following table:

Table 1. The Stages of Developing an Electronic Civic Education Module Based on the Cultural Values of the North Sumatra Community.

No	The stages of electronic e-module development	Description
1	Identification of development objectives	The electronic module is developed in line with

		<p>the objectives of Civic Education at the university level. There are at least three missions of the Civic Education course at the university, which are: reinforcing the students' personality in accordance with the values of Pancasila; fostering a sense of nationalism and love for the homeland; and developing knowledge, technology, and responsible and moral arts.</p>
2	Needs Analysis	<p>Teaching materials are developed to help students understand Civic Education (PKn) content comprehensively. This is necessary because the existing PKn teaching materials have been insufficient in addressing the reinforcement of attitude, knowledge, and skills. Additionally, the developed PKn teaching materials will accommodate the strengthening of the cultural values of the North Sumatra community. This is crucial given that Civic Education at the university level has been lacking in the reinforcement of cultural values and has tended to focus more on teaching students about the relationship between citizens and the state [7]</p>
3	Setting Objectives	<p>An electronic module based on cultural values is developed to assist students and lecturers in the Civic Education course at the university level.</p>
4	Determining the Material	<p>The material developed in this electronic module based on cultural values aligns with the Civic Education curriculum. The selected material in the electronic module focuses on the Rights and Duties of Citizens..</p>
5	Determining Cultural Values	<p>The developed electronic module integrates the cultural values of the North Sumatra</p>

		community. The cultural values referred to are universal and derive from various ethnicities, tribes, and religions.
6	Determining the devices used	In this stage, the researcher determines the software used in the development of the electronic module. The development of the electronic module utilizes the Lectora application program.
7	Module Draft	The developed module comprises several components, 1) including a cover page that features the module's title, course name, topic/learning material, and the author's class; 2) a table of contents; 3) a glossary; 4) an introduction section covering basic competencies, a brief material description, rationale, relevance, prerequisites (if applicable), and instructions for module usage; 5) a learning section encompassing various learning activities, objectives, material elaboration, summaries, and assignments; 6) exercises; 7) self-assessment; 8) evaluation; 9) answer keys and scoring guidelines; 10) a reference list; 11) and appendices.
8	Expert validation	The validation results indicate that the developed electronic model falls into the category of easible or acceptable.

Note: Data obtained from interviews with various sources.

Expert validation results for the electronic module based on the cultural values of the North Sumatra community.

The electronic module developed is subsequently thoroughly validated by subject matter and media experts. Based on the assessments of various experts, the results are presented in the table below:

Table. 2 Expert Assessment Results for the Civic Education Electronic Module

No	Aspects assessed	Validation Results (N 4)				Persentase %
		Expert 1	Expert 2	Expert 3	Expert 4	
1	The development objectives of the	4	3	2	3	50

2	Electronic Module are clear. The electronic module is developed in accordance with the objectives of Civic Education at the university level.	3	4	3	4	87,5
3	The content in the e-module is presented sequentially.	3	4	4	4	93,75
4	The steps in the e-module are easy to follow.	4	4	4	3	93,75
5	The E-module is equipped with evaluations to help students measure the achievement of the learning that has been conducted.	4	3	3	3	81,25
6	The developed E-module is highly interactive.	4	3	4	3	87,5
7	The E-module presents various contextual issues.	3	4	3	2	75
8	The E-module contains various instructions that students can use to facilitate its use.	4	3	4	3	87,5
9	The E-module contains a number of practices that are easy to understand and implement.	4	4	3	3	87,5
10	The content in the e-module explores cultural values.	3	4	4	5	100
11	Presentation (Engaging, systematic, and easy to understand)	4	4	3	4	93,75
Average Total Score						85,22

The assessment results in the table above show that, in general, the electronic module for Civic Education based on Cultural Values falls under the "Agree/feasible" category with a percentage of 85.22%. This "good" category is based on the assessment range presented in the following table:

Table. 3 Assessment Using Likert Scale

Description	Value	Range
Strongly Agree / Highly Feasible	4	89 - 100
Agree / Feasible	3	77 - 88
Disagree / Not Feasible	2	65 - 76
Strongly Disagree / Highly Infeasible	1	< 65

From the table above, it is evident that the electronic teaching material developed falls into the "feasible" category. The feasibility of the electronic module can be observed from various assessment aspects such as the module development objectives, the presented material, the steps, evaluations, usage instructions, presentation, and exploration of cultural values. According to experts, all of these aspects fall within the range of 3 to 4, which is categorized as "feasible." However, according to expert assessments, there are some aspects that need improvement, such as the clarity of the module development objectives and the module's ability to present various contextual issues.

4 Discussion

In general, the description of the electronic module based on the cultural values of the North Sumatra community is outlined as follows:

First, the developed electronic module has a reasonably systematic conceptual design. Considering that the electronic module is developed using the research and development approach through the ADDIE model [12], the conceptual design is organized based on the module development stages according to Sidek's model [10] and [11], consisting of eight stages. The entire process is conducted through the research process, starting from identifying the development objectives, analyzing the needs, setting targets, determining the material, specifying cultural values, selecting the tools to be used, drafting the module, and concluding with validation. Identifying the development objectives is a crucial stage that needs to be carried out. During this stage, the researcher elaborates on why the development of the electronic module is necessary. Essentially, the electronic module is developed to assist students in learning Civic Education. Its development is also based on a needs analysis. According to [13] analyzing needs is an essential part of the learning process. Based on the needs analysis, it is evident that the development of the electronic module is an effort to help students understand Civic Education learning materials and to introduce various local wisdom values of the North Sumatra community. Universal principles such as various humanitarian values, peace, compassion, respect for differences, and so on, present in the North Sumatra community, need to be explored, introduced, and implemented in students through Civic Education learning. For instance, the concept of "Dalihan na tolu" in the Batak community teaches respect, cooperation, and love for the environment [14]. These positive values are then taught to students through the developed electronic module. This aligns with the research conducted by [7], who suggests that Civic Education should integrate various cultural values that college students need to understand. Furthermore, according to [7] when citizens can implement various cultural values harmoniously and in balance, it contributes to the development of a civil society. The development of the electronic module for Civic Education based on cultural values is an effort to achieve these goals.

Secondly, the results of expert validation in terms of content and media have demonstrated that the developed electronic module is deemed suitable for use. This is evident from the assessment results with a percentage of 85.22%. The suitability of the electronic module is attributed to the presentation, content, assignment formats, and evaluation methods employed. Its utilization aims to foster self-reliance among students. This aligns with the assertion made by [15] that modules are developed as a means to assist students in independent learning. From this explanation, it becomes apparent that the module functions as a teaching aid that supports students in comprehending the material, thereby strengthening their knowledge, attitudes, and skills. Utilizing technology in learning stimulates student interactions, thereby enhancing motivation for learning [16].

5 Conclusion

The electronic module based on the cultural values of Sumatera Utara is a teaching material developed with a focus on the learning objectives of Civic Education (PKn) at the university

level. This electronic module was developed by integrating the 17 stages of module development based on Sidek's model [10] and [11]. These stages include identifying development goals, needs analysis, setting objectives, determining content, identifying cultural values, choosing the tools used, drafting the module, and validation. The electronic module was created by incorporating the cultural values of Sumatera Utara. For instance, it includes the "Dalihan na tolu" concept from the Batak community, which teaches values of respect, cooperation, and environmental stewardship, as well as "tepong tawar" from the Malay community, emphasizing religious values like gratitude, happiness, safety, goodness, strength, and various other cultural values of Sumatera Utara. All of these cultural values are integrated into Civic Education, particularly focusing on the Rights and Responsibilities of Citizens.

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