



THE EFFECTIVENESS OF INDEPENDENT CURRICULUM TEACHING MODULES BASED ON LOCAL WISDOM TO INSTILL CHARACTER VALUES

Salmia¹, Nursalam², Hartono Bancong³

¹Mahasiswa Doktor, Program Studi Pendidikan, Universitas Muhammadiyah Makassar

^{2,3}Program Studi Pendidikan, Universitas Muhammadiyah Makassar

Email : almia99@gmail.com¹, nursalam.h@unismuh.ac.id², hartono.b.b@unismuh.ac.id³

ABSTRACT

This research aims to test the effectiveness of local wisdom-based teaching modules in instilling character values in fourth grade students in elementary schools, with a focus on the Pancasila student profile in the Merdeka Curriculum. The research was carried out using controlled experimental methods in ten schools, where two study groups (experimental and control classes) were given different treatments. The experimental class uses local wisdom-based teaching modules, while the control class does not. Data was obtained through a character values questionnaire which includes several dimensions, such as Faith and Devotion to God Almighty and Noble Character, Global Diversity, Mutual Cooperation, Critical Reasoning, and Independence. The results of data analysis show that students' character scores on these dimensions tend to be higher in the experimental class than in the control class. Statistical analysis using the Paired Samples T-Test showed that there was a significant difference between the character scores of students in the experimental class and the control class in each dimension tested (sig. $0.000 < 0.05$). This indicates that local wisdom-based teaching modules are effective in increasing student character values in the Pancasila student profile, such as faith, global diversity, mutual cooperation, critical reasoning and independence. This research contributes to the context of curriculum development that focuses on character building and local values in elementary schools, which is expected to prepare Indonesia's young generation to become better, more responsible individuals and have a positive contribution to society.

Keywords: *Effectiveness, Teaching Module, Independent Curriculum, Local Wisdom, Character Value*

1. INTRODUCTION

1.1. Introduction

Education currently faces significant challenges in instilling character values in students. In the era of globalization and rapid technological progress, there is a tendency to degrade moral and ethical values which influence student behavior. Therefore, character education is becoming increasingly important and is considered an integral part of the educational process to form individuals of quality and integrity (Nuryadi, et.al. 2020; Tohri, et.al. 2022). Character education not only aims to increase intellectual intelligence, but also to form a good personality and noble character.



One approach that can be used to instill character values is through strengthening education based on local wisdom. Local wisdom includes various values, norms, customs and traditions that have been passed down from generation to generation in a community. The contextual learning model based on local wisdom has been proven effective in strengthening the character of education. Character education based on local wisdom values can help students understand and internalize positive values such as honesty, responsibility, cooperation and mutual respect. (Suyanto, et.al. 2022; Suciati, et.al. 2023; Sukadari, et.al. 2019).

However, the problem that arises is the need to develop teaching modules that are effective in instilling character values based on local wisdom. Teaching modules are an effective tool in the learning process to help students understand the concepts being taught (Maksum & Purwanto, 2022; Nafiah, 2020). However, there are still many teaching modules that are not in accordance with the local wisdom context, so they are less able to improve students' understanding of the subject matter and expected character values.

To overcome this problem, analyzing the need for developing teaching modules based on local wisdom is important. This analysis aims to ensure the relevance and effectiveness of the module in the learning process (Nugraheni, et.al. 2021; Rosnelli & Ristiana, 2023). It is hoped that teaching modules developed by taking into account local wisdom values can be an effective solution in instilling character values in students.. Wardana (2017) stated that the implementation of local wisdom-based learning has been proven to improve student character through well-integrated planning, implementation and assessment.

The gap is between the need for open modules based on local wisdom and the availability of appropriate modules. Many of the teaching modules currently available do not fully reflect local wisdom values, so they are unable to overcome the problems faced in instilling character values in students. Therefore, the development of teaching modules based on local wisdom needs to be carried out carefully and systematically to overcome this gap (Jumadi, et.al. 2018).

This research aims to contribute to improving student character education through local wisdom values. By paying attention to local wisdom in developing teaching modules, it is hoped that it can increase students' understanding of the subject matter



and the values contained therein. (Delima et al., 2018). Apart from that, it is also hoped that the development of teaching modules based on local wisdom can become a reference for developing teaching materials that are relevant to other local contexts. (Nafiah, 2020).

Apart from that, it is also hoped that this research can provide guidance for educators and curriculum developers in designing and developing teaching modules based on local wisdom. The implication of this research is the creation of a learning process that is more contextual, relevant and effective in instilling character values in students. It is hoped that this will help in creating a young generation who is not only intellectually intelligent, but also has good character and noble character.

Character education is a very important aspect in the educational process. The development of teaching modules based on local wisdom is an effective solution in instilling character values in students. By paying attention to local wisdom values, teaching modules can be more relevant and contextual to students' daily lives. Therefore, this research aims to develop a teaching module based on local wisdom that is effective in instilling character values in students. It is hoped that the results of this research can make a significant contribution to improving the quality of character education in Indonesia.

1.2. Research questions

What is the effect of implementing local wisdom-based teaching modules to instill character values in fifth grade elementary school students?

2. METHOD

This research uses quantitative research design with Post-test Only Control Group Design. In this design the experimental group and control group are not selected randomly. In this design both the experimental group and the control group are compared. The experimental class received treatment while the control class did not receive treatment. The steps in operational field trials in the experimental class are in accordance with the teaching modules that have been developed, while the control classes do not use teaching modules that have not been developed.

Data collection techniques are needed so that researchers obtain research data that is accurate and scientifically accountable. The data collection technique used is:



documentation, aimed at collecting information about learning documents prepared by the teacher. Documentation focuses on teaching modules and assessment documents. This is done to find out how character values are implemented in the existing curriculum and to find out how assessment is applied in learning. And the questionnaire was used in the initial field trial and main field trial stages, namely to determine the teacher's response to the effectiveness of learning using the local wisdom-based teaching modules that were developed. The type of questionnaire used in this research is an open questionnaire.

Research data analysis techniques are a very important step in the research process because this is where the research results will be seen. Data analysis includes all activities of clarifying, analyzing, using and drawing conclusions from all data collected in action (Cohen & Morrison, 2007). The data obtained from this research was analyzed based on the type of data, namely quantitative.

The effectiveness of local wisdom-based teaching modules for instilling character values was analyzed from the results of observations. The observation results were analyzed using the Independent Simple T Test and Paired Sample T Test. Before carrying out the Independent Sample T Test and Paired Sample T Test, there are prerequisite tests. Test prerequisites that must be met before the normality test and homogeneity test.

3.FINDINGS AND DISCUSSION

3.1. Finding

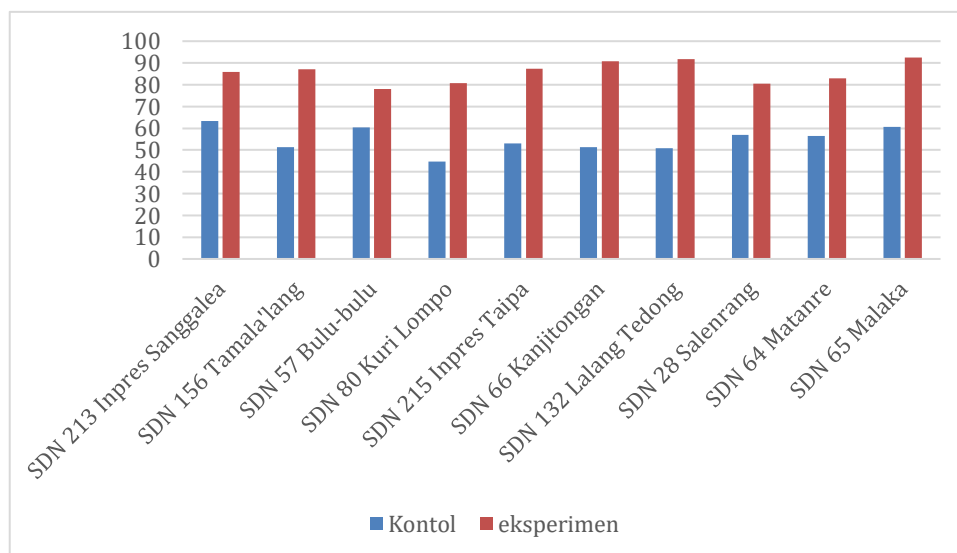
The character values in the Pancasila student profile in the Merdeka Curriculum in elementary schools refer to every aspect or trait that is considered important to be instilled in students. Students are expected to be able to show honesty and sincerity in all aspects of their lives, both in relationships between peers and in completing assignments. school work.

Students were given a questionnaire after operational trials were carried out to determine the students' character after learning using local wisdom-based teaching modules. The character questionnaire in this research is the character value of the Pancasila student profile in the independent curriculum. The following are the character scores of students from the 10 schools that were the subjects of this research.

1) The dimensional character values of Faith and Devotion to God Almighty and Having Noble Morals

Character values in the dimensions of faith and devotion to God Almighty and having noble morals are fundamental elements in the formation of individuals who have moral and spiritual integrity. Character values in the dimensions of faith and devotion to God Almighty and having noble morals are the first dimensions in the Pancasila profile in the independent curriculum. The first dimension in this research is that internalizing these values in everyday life will help individuals become better, responsible individuals and have a positive contribution to society. These values are also the foundation for building strong character and integrity, in accordance with religious teachings and the nation's noble values.

Based on the character values of class IV students which are reflected in the Pancasila student profile, the ten schools consist of 2 groups each, namely the first group as the experimental class and the second group as the control class. The control class was given treatment without using the teaching modules that were developed, while the experimental class was given treatment using teaching modules based on local wisdom. The character scores of students in the experimental class improved more than those in the control class. To make it clearer, the data is represented in the form of a bar graph for each school as seen in the graph below



Graph 1 Character values for the dimensions of faith and devotion to God Almighty and having noble character

To further strengthen the results of the effectiveness of local wisdom-based teaching modules on student character, a statistical test was carried out using the T test on data on the completeness of the character values of the dimensions of faith and devotion to God Almighty and noble character.

Table 1. T test character values for the dimensions of faith and devotion to God Almighty and having noble character

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter dimensi 1 SDN 213 Inpres Sanggalea - kelas	72.854	15.208	2.375	68.053	77.654	30.674	40	.000
Pair 1	Karakter dimensi 1 SDN 156 Tamalalang - kelas	68.220	22.062	3.445	61.256	75.183	19.800	40	.000
Pair 1	Karakter dimensi 1 SDN 57 Bulu-bulu - kelas	65.933	14.384	1.857	62.217	69.649	35.505	59	.000
Pair 1	Karakter dimensi 1 SDN 80 Kurilompo - kelas	61.200	21.491	3.398	54.327	68.073	18.011	39	.000
Pair 1	Karakter dimensi 1 SDN 215 Inpres Taipa - kelas	68.450	20.388	3.224	61.929	74.971	21.233	39	.000
Pair 1	Karakter dimensi 1 SDN 66 Kanjitongan - kelas	70.111	21.180	3.157	63.748	76.474	22.206	44	.000
Pair 1	Karakter dimensi 1 SDN 132 Lalang Tedong - kelas	71.792	22.251	3.056	65.659	77.926	23.489	52	.000
Pair 1	Karakter dimensi 1 SDN 28 Salenrang - kelas	67.038	17.552	2.411	62.200	71.876	27.805	52	.000
Pair 1	Karakter dimensi 1 SDN 64 Matanre - kelas	68.814	17.213	2.625	63.516	74.111	26.215	42	.000
Pair 1	Karakter dimensi 1 SDN 65 Malaka - kelas	74.575	18.119	2.865	68.780	80.370	26.031	39	.000

Based on the Paired Sample T Test above, the sig value. (2 Tailed) as much as $0.000 < 0.05$ with the conclusion that there is an influence of the local wisdom-based science and science teaching module on students' character values in the dimension of Faith and Devotion to God Almighty and Noble Character.

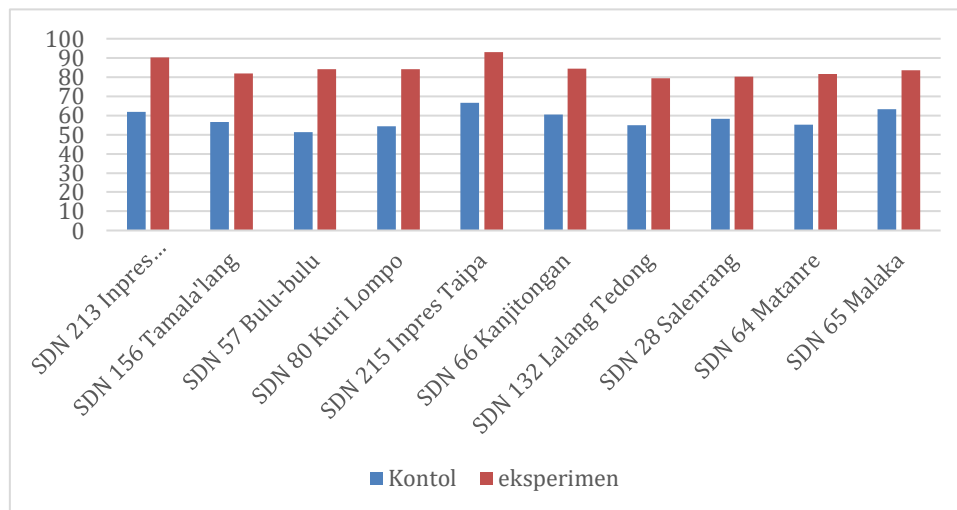
Character values in the dimensions of faith and devotion to God Almighty and having noble morals are fundamental elements in the formation of individuals who have moral and spiritual integrity. Deep belief and belief in the existence of God as the creator and controller of the universe. This includes recognizing God's power and greatness and implementing His teachings in daily life. Attitudes and behavior that reflect integrity and transparency in all actions. People who believe and are devout are

expected to always say and act honestly. An attitude of respect and respect for differences, both in terms of religion, culture and views. Tolerance is an important part of religious teachings that teach love of peace and brotherhood

2) Character values of global diversity dimensions

The second dimension of the Pancasila student profile is global diversity. Character values in the global diversity dimension are values that reflect attitudes and behavior that respect diversity and promote peace and harmony at the global level.

Based on the character scores of class IV students, out of ten schools, the character scores of students in the experimental class improved more than those in the control class. To make it clearer, the data is represented in the form of a bar graph for each school as seen in the graph below.



Graph 2. Character values of global diversity dimensions

To further strengthen the results of the effectiveness of local wisdom-based teaching modules on student character, a statistical test was carried out using the T test on data on the completeness of the character values of the dimensions of faith and devotion to God Almighty and noble character.

Table 2 T test of global diversity dimension character values

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter dimensi 2 SDN 213 Inpres Sanggalea - kelas	74.122	16.305	2.546	68.975	79.269	29.108	40	.000
Pair 1	Karakter dimensi 2 SDN 156 Tamala'lang - kelas	68.000	15.313	2.392	63.166	72.834	28.433	40	.000
Pair 1	Karakter dimensi 2 SDN 57 Bulu-bulu - kelas	66.083	17.585	2.270	61.541	70.626	29.109	59	.000
Pair 1	Karakter dimensi 2 SDN 80 Kurilompo - kelas	67.875	16.278	2.574	62.669	73.081	26.371	39	.000
Pair 1	Karakter dimensi 2 SDN 215 Inpres Taipa - kelas	77.750	15.248	2.411	72.873	82.627	32.249	39	.000
Pair 1	Karakter dimensi 2 SDN 66 Kanjitongan - kelas	70.600	13.753	2.050	66.468	74.732	34.435	44	.000
Pair 1	Karakter dimensi 2 SDN 132 Lalang Tedong - kelas	67.170	14.903	2.047	63.062	71.278	32.812	52	.000
Pair 1	Karakter dimensi 2 SDN 28 Salenrang - kelas	68.491	12.788	1.757	64.966	72.015	38.992	52	.000
Pair 1	Karakter dimensi 2 SDN 64 Matanre - kelas	67.651	16.050	2.448	62.712	72.591	27.639	42	.000
Pair 1	Karakter dimensi 2 SDN 65 Malaka - kelas	71.875	14.671	2.320	67.183	76.567	30.985	39	.000

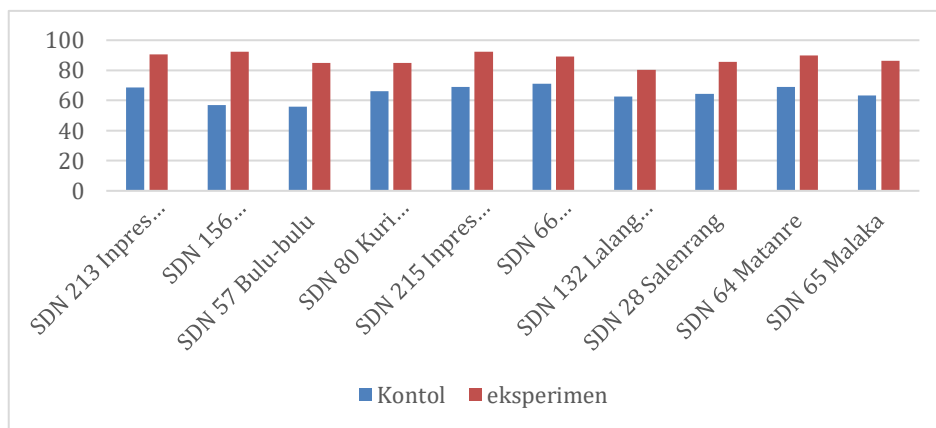
Based on the Paired Sample T Test above, the sig value. (2 Tailed) as much as $0.000 < 0.05$ with the conclusion that there is an influence of the local wisdom-based science and science teaching module on students' character values in the global diversity dimension.

Developing character values in the dimensions of global diversity is very important to create a more peaceful, just and harmonious world. Individuals who internalize these values will be better able to contribute positively in an increasingly connected and interdependent global society. An attitude of respect and acceptance of differences in various aspects of life, including culture, religion, race and political views. Tolerance allows individuals to coexist peacefully with people from different backgrounds.

3) The character value of the dimension of working together

Class IV students' character values in the mutual cooperation dimension. Character values in the mutual cooperation dimension include attitudes and behavior that support cooperation, togetherness, and concern for others. Gotong royong is a very important cultural value in Indonesia and reflects a collective spirit in achieving common goals. The following are the character values in the mutual cooperation dimension.

The students' character scores after being given the questionnaire increased more compared to the character scores who did not apply local wisdom-based teaching modules in class IV. In the dimension of mutual cooperation, with an attitude of working together with other people to achieve the same goal. Collaboration reflects the desire to contribute and accept contributions from others for mutual success. Based on the data above, SDN 156 Tamala'lang has a high level of mutual cooperation among students in learning.



Graph 3 Character values of the dimensions of working together

The character value of mutual cooperation is an attitude that maintains a sense of unity and solidarity within the group. Togetherness encourages students to feel part of a group and participate actively in joint activities. Respecting differences in opinions, backgrounds and contributions of each individual in the group, by internalizing character values in the dimension of mutual cooperation is very important for building unified and harmonious students. These values help create an environment that supports cooperation and mutual assistance, so that common goals can be achieved more effectively and efficiently.

Table 3 T test value of the character dimension of working together

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter dimensi 3 SDN 213 Impres Sanggalea - kelas	78.146	12.585	1.965	74.174	82.119	39.761	40	.000
Pair 1	Karakter dimensi 3 SDN 156 Tamala'lang - kelas	73.610	18.947	2.959	67.629	79.590	24.876	40	.000
Pair 1	Karakter dimensi 3 SDN 57 Bulu-bulu - kelas	68.333	16.273	2.101	64.130	72.537	32.527	59	.000
Pair 1	Karakter dimensi 3 SDN 80 Kurilompo - kelas	74.125	11.271	1.782	70.520	77.730	41.594	39	.000

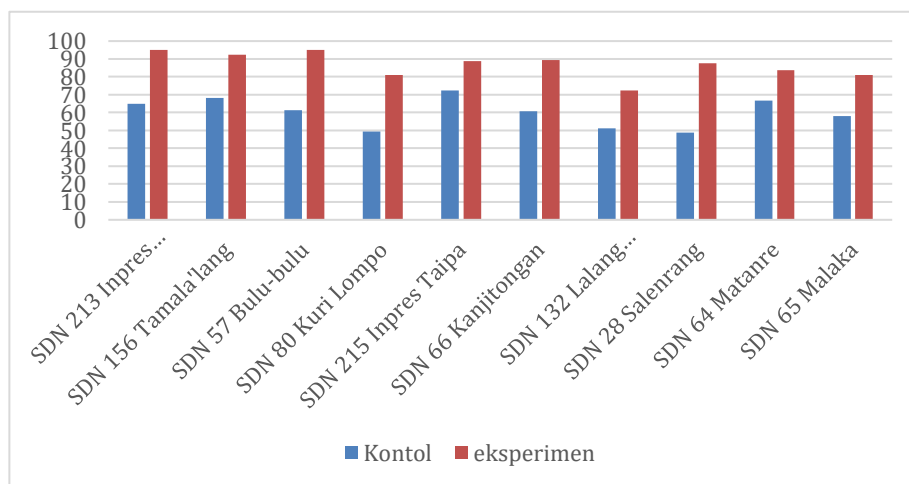
Pair 1	Karakter dimensi 3 SDN 215 Inpres Taipa - kelas	78.375	13.406	2.120	74.087	82.663	36.974	39	.000
Pair 1	Karakter dimensi 3 SDN 66 Kanjitongan - kelas	78.267	11.005	1.641	74.960	81.573	47.708	44	.000
Pair 1	Karakter dimensi 3 SDN 132 Lalang Tedong - kelas	71.981	12.763	1.753	68.463	75.499	41.057	52	.000
Pair 1	Karakter dimensi 3 SDN 28 Salemrang - kelas	73.113	13.283	1.825	69.452	76.775	40.071	52	.000
Pair 1	Karakter dimensi 3 SDN 64 Matanre - kelas	78.814	11.768	1.795	75.192	82.436	43.917	42	.000
Pair 1	Karakter dimensi 3 SDN 65 Malaka - kelas	72.875	13.363	2.113	68.601	77.149	34.491	39	.000

Based on the Paired Sample T Test above, the sig value. (2 Tailed) as much as $0.000 < 0.05$ with the conclusion that there is an influence of the local wisdom-based science and science teaching module on students' character values in the mutual cooperation dimension. The character values contained in mutual cooperation reflect a collective spirit and mutual assistance.

4) Character values of critical reasoning dimensions

The character score in the critical reasoning dimension refers to a person's ability to think logically, rationally and objectively in analyzing information, solving problems and making decisions. The following are character values that reflect the character profile of Pancasila students with critical reasoning dimensions.

The students' character scores after being given the questionnaire increased more compared to the character scores who did not apply local wisdom-based teaching modules in class IV. In the critical reasoning dimension, being able to develop these character values will help individuals become better critical thinkers, able to make the right decisions based on in-depth and logical analysis. Based on the data above, SDN 213 Inpres Sanggalea and SDN 57 Bulu-bulu have a high level of critical reasoning attitude among students in learning.



Graph 4 Character values of critical reasoning dimensions

Character scores in the critical reasoning dimension refer to students' ability to think logically, rationally and objectively in analyzing information, solving problems and making decisions. The following are the T test values for the critical reasoning dimensions of the character questionnaire.

Table 4 T test of critical reasoning dimension character values

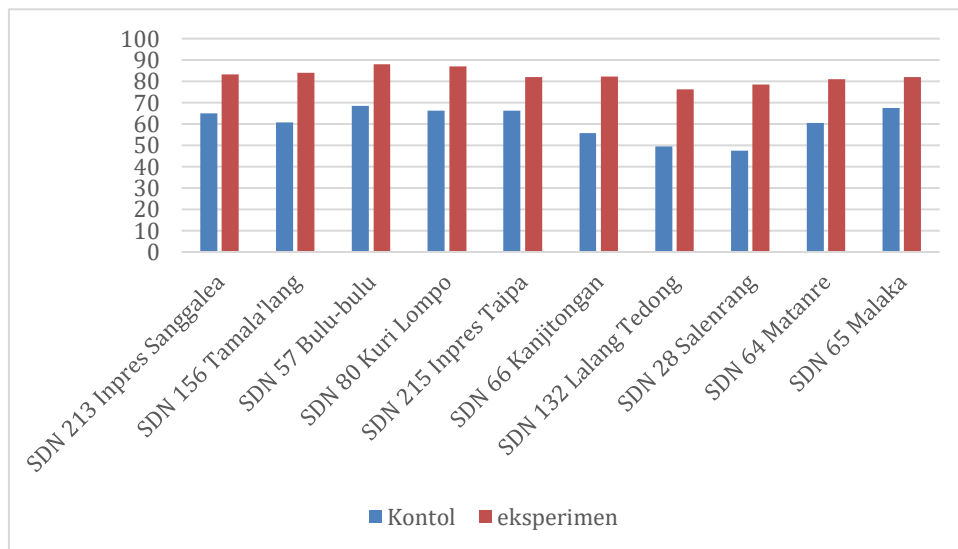
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter dimensi 4 SDN 213 Inpres Sanggalea - kelas	73.683	19.237	3.004	67.611	79.755	24.525	40	.000
Pair 1	Karakter dimensi 4 SDN 156 Tamalalang - kelas	78.805	17.718	2.767	73.213	84.397	28.480	40	.000
Pair 1	Karakter dimensi 4 SDN 57 Bulu-bulu - kelas	75.800	17.897	2.310	71.177	80.423	32.807	59	.000
Pair 1	Karakter dimensi 4 SDN 80 Kurilompo - kelas	63.725	18.831	2.977	57.702	69.748	21.402	39	.000
Pair 1	Karakter dimensi 4 SDN 215 Inpres Taipa - kelas	78.625	17.596	2.782	72.997	84.253	28.260	39	.000
Pair 1	Karakter dimensi 4 SDN 66 Kanjitongan - kelas	72.889	17.684	2.636	67.576	78.202	27.649	44	.000
Pair 1	Karakter dimensi 4 SDN 132 Lalang Tedong - kelas	64.415	16.382	2.250	59.900	68.930	28.626	52	.000
Pair 1	Karakter dimensi 4 SDN 28 Salenrang - kelas	67.830	23.706	3.256	61.296	74.364	20.830	52	.000
Pair 1	Karakter dimensi 4 SDN 64 Matanre - kelas	74.023	17.218	2.626	68.724	79.322	28.192	42	.000
Pair 1	Karakter dimensi 4 SDN 65 Malaka - kelas	68.450	19.433	3.073	62.235	74.665	22.277	39	.000

Based on the Paired Sample T Test above, the sig value. (2 Tailed) as much as $0.000 < 0.05$ with the conclusion that there is an influence of the local wisdom-based science and science teaching module on students' character scores in the critical reasoning dimension. Critical thinking demands honesty in evaluating evidence and arguments. A person must be honest with existing data and not manipulate information for personal gain or certain biases.

5) Independent dimensional character values

Character values in the independent dimension. Character values in the independent dimension relate to an individual's ability to be responsible for themselves, have initiative, and be able to solve problems and make decisions without depending on other people.

The students' character scores after being given the questionnaire increased more compared to the character scores who did not apply local wisdom-based teaching modules in class IV. In the critical reasoning dimension, character values can be developed that help students become more independent, able to direct their own lives, and succeed in various aspects of life without relying too much on the help of others. Based on the data above, it is clear that SDN 57 Bulu-bulu has a high level of critical reasoning attitude among students in learning.



Graph 5 Character values of independent dimensions

Character scores in the critical reasoning dimension refer to students' ability to think logically, rationally and objectively in analyzing information, solving problems and making decisions. The following are the T test values for the critical reasoning dimensions of the character questionnaire

Table 5 T test of independent dimension character values

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter dimensi 5 SDN 213 Inpres Sanggalea - kelas	72.561	14.658	2.289	67.934	77.188	31.697	40	.000
Pair 1	Karakter dimensi 5 SDN 156 Tamala'lang - kelas	71.317	15.518	2.424	66.419	76.215	29.426	40	.000
Pair 1	Karakter dimensi 5 SDN 57 Bulu-bulu - kelas	72.800	18.256	2.357	68.084	77.516	30.889	59	.000
Pair 1	Karakter dimensi 5 SDN 80 Kurilompo - kelas	75.325	14.771	2.335	70.601	80.049	32.253	39	.000
Pair 1	Karakter dimensi 5 SDN 215 Inpres Taipa - kelas	72.800	15.578	2.463	67.818	77.782	29.556	39	.000

Pair 1	Karakter dimensi 5 SDN 66 Kanjitongan - kelas	68.133	17.778	2.650	62.792	73.475	25.708	44	.000
Pair 1	Karakter dimensi 5 SDN 132 Lalang Tedong - kelas	61.321	20.275	2.785	55.732	66.909	22.019	52	.000
Pair 1	Karakter dimensi 5 SDN 28 Salenrang - kelas	60.736	18.348	2.520	55.678	65.793	24.098	52	.000
Pair 1	Karakter dimensi 5 SDN 64 Matanre - kelas	70.186	16.817	2.565	65.010	75.362	27.367	42	.000
Pair 1	Karakter dimensi 5 SDN 65 Malaka - kelas	73.450	14.806	2.341	68.715	78.185	31.374	39	.000

Based on the Paired Sample T Test above, the sig value. (2 Tailed) as much as $0.000 < 0.05$ with the conclusion that there is an influence of the local wisdom-based science and science teaching module on students' character scores in the independent reasoning dimension. Independent individuals show a sense of responsibility for the actions and decisions they make. They are aware of the consequences of their choices and are ready to bear them.

3.2. Discussion

This research examines the effectiveness of Independent Curriculum-based teaching modules that integrate local wisdom in instilling character values in students. The findings of this research indicate that the use of local wisdom-based teaching modules is effective in improving students' character values. These results are in line with previous research which also shows the positive impact of integrating local wisdom in teaching modules.

Research conducted by Novelia et al. (2022) on the development of physics e-modules using an integrated project learning model based on the Ethno-STEM approach shows that innovative teaching methods can improve student learning experiences and skill development. This finding is similar to the results of our research which shows that the integration of local wisdom in teaching modules increases student engagement and understanding of the material being taught.

Study Fayola et al. (2022) who developed an electronic module based on local wisdom, especially mangrove ecotourism for elementary school students, also found that the module was suitable for use and made learning more relevant and interesting for students. Our research found similar results, where teaching modules that integrated local wisdom were able to make learning more interesting and increase student engagement.

Additionally, research Erawanto dan Santoso (2016) which explored the use of



local wisdom-based teaching materials to improve elementary school students' scientific literacy skills, showed that these teaching materials had a positive impact on students' literacy skills. This is also in line with our research findings which show that local wisdom-based teaching modules not only improve character values but also students' academic skills.

The local wisdom-based teaching module used in this research was proven to be effective in promoting character values such as honesty, responsibility, cooperation and love of the environment. The integration of local wisdom in teaching modules makes it easier for students to identify and internalize these character values because they are relevant to their culture and daily life.

Study Suyitno (2012) regarding the influence of local wisdom-based modules on developing peace-loving character in elementary school students shows that teaching materials containing local wisdom values can facilitate student character development. These findings support our research results which show that local wisdom-based teaching modules are effective in cultivating positive character values in students.

The teaching module developed in this research also encourages students to better appreciate and preserve local wisdom. This can be seen from the increase in students' awareness of the importance of local cultural and environmental values after using the teaching module. Study Suyitno (2013) also emphasized the importance of incorporating local wisdom into educational materials to preserve cultural heritage and promote sustainable practices. Our research found similar results, where students showed increased understanding and appreciation of local wisdom after using the developed teaching module.

The findings of this research have important implications for curriculum development and education policy reform in Indonesia. Integrating local wisdom in the curriculum can be an effective strategy to increase the relevance and effectiveness of character education. By incorporating local wisdom into teaching modules, the curriculum can better reflect the culture and values that are important to local communities, so that learning becomes more contextual and meaningful for students.

Our research shows that local wisdom-based teaching modules are not only effective in instilling character values, but also increase student engagement in learning. This shows that an educational approach that integrates local wisdom can help



overcome the problem of lack of interest and motivation to learn among students. Educational policies that support the development and use of teaching modules based on local wisdom can help create a more inclusive and culturally responsive learning environment.

Furthermore, the results of this research can encourage further development of a curriculum that focuses on character education with a local wisdom-based approach. A curriculum that integrates local wisdom can help students develop a strong cultural identity and better social awareness. Study Suyitno (2013) also highlights the importance of culturally relevant content in improving student learning outcomes. Our research supports this view, showing that students who learn through local wisdom-based teaching modules show improvements in character values and cultural understanding.

In addition, educational policies that encourage the development of teaching materials based on local wisdom can help preserve cultural heritage and increase environmental awareness among students. Study Fayola et al. (2022) shows that local wisdom-based modules can make learning more relevant and interesting for students. Our research results support these findings, showing that local wisdom-based teaching modules can increase student engagement and foster a sense of cultural identity.

Education policies that support the development of local wisdom-based curricula can also help create a more holistic and culturally sensitive learning environment. By incorporating local wisdom into the curriculum, education can be an effective tool for developing students' overall character and skills. This is in line with research findings Pamungkas & Wantoro (2020) which emphasizes the importance of integrating local knowledge into curriculum development to ensure a holistic and culturally sensitive approach to education.

Overall, the findings of this research show that teaching modules based on the Merdeka Curriculum that integrate local wisdom are effective in instilling character values in students. The implications of these findings indicate that developing curriculum and educational policies that support the integration of local wisdom can increase the relevance and effectiveness of character education in Indonesia. Thus, education policies must support the development and implementation of teaching modules based on local wisdom to create a learning environment that is more inclusive,



relevant and effective in instilling character values in students.

4. CONCLUSIONS

This research shows that teaching modules based on the Merdeka Curriculum that integrate local wisdom are effective in instilling character values in students. These findings are in line with previous research showing that integrating local wisdom in teaching modules can increase student engagement, cultural understanding, and academic skills. The implications of these findings indicate that developing curriculum and educational policies that support the integration of local wisdom can increase the relevance and effectiveness of character education in Indonesia. Education policies must support the development and implementation of teaching modules based on local wisdom to create a learning environment that is more inclusive, relevant and effective in instilling character values in students.

The independent curriculum teaching module based on local wisdom for grade IV elementary school science and science subjects is very effective in instilling character values in students and increasing students' understanding of the subject matter. The significant increase in character questionnaire scores and learning outcomes tests as well as observations from teachers strengthen this research. High student involvement and motivation also shows that this local wisdom-based teaching module has succeeded in making learning more interesting and meaningful for students.

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