

The Development of Teaching Materials of *Bhineka Tunggal Ika* by Integrating Character Education Using Contextual Learning

Siti Kartiani Purba^{1*}, Reh Bungana Perangin Angin², Anita Yus³

¹Postgraduate Program in Universitas Negeri Medan, Indonesia

^{2,3}Universitas Negeri Medan, Indonesia

sitikartiani0604@gmail.com

Abstract

This research is grounded from the teaching materials which tend to be teacher-centered. Students only listen to what is said by the teacher. This study aims to: (1) develop Bhineka Tunggal Ika teaching materials by integrating effective character education; (2) apply Bhineka Tunggal Ika teaching materials with the integration of character education to improve student learning outcomes using the contextual learning approach. Subjects in this study are students of Class six at state primary school in Medan. The objects in this study are modules developed by Class 6a and 6b respectively 36 students of state primary school in Medan. Data collection instruments used consisted of test learning outcomes and observation of the teacher's ability to manage learning, student character questionnaires and student response questionnaires. The results show that the effectiveness of the product development tools in the application of the development model of Bhineka Tunggal Ika with the integration of character education using contextual learning. Student learning outcomes after the development of Bhineka Tunggal Ika teaching materials with the integration of character education using contextual learning can be seen from the results of student work in completing the given tests, it can be seen that the classical completeness analysis results have reached 94.44%.

Keywords

teaching materials;
contextual learning;
and learning
outcomes



I. Introduction

The 2013 curriculum reintroduces civics in the 2006 curriculum, it is previously known in the 1994 curriculum. Improving Civics is based by: 1) Substantially, Civics seem to be more dominant with constitutional content so that the value and moral content of Pancasila are less well-defined and proportionate, 2) methodologically, there is a tendency for learning that prioritizes the development of the attitudes, affective, cognitive, psychomotor domains that have not been developed optimally and coherently (PPKn Guidebook, 2013 (Winarno, 2015: 73).

Civics has a vision, mission, objectives and scope of content. The vision of Civics subjects is the realization of a lesson that functions as a means of fostering the nation and character building and empowering citizens. The civic education mission is to form good citizens who are able to carry out their rights and obligations in the life of the nation according to the 1945 Constitution, while the objectives of Civics are; (1) students have the ability to think rationally, critically, and creatively so that they are able to understand various discourses of citizenship; (2) students have intellectual skills to participate democratically and responsibly; (3) students have a good character and personality, in accordance with the norms that apply in social life.

Civics learning strongly supports the development of several character values in students, such as, curiosity, thoroughness, creativity, confidence, responsibility, friendliness, communication, and others. In addition to that, Civics deals with the slogan of Indonesian, *Bhineka Tunggal Ika*. It contains an important meaning since it refers to unity in diversity. Indonesia consists of various ethnic groups who have the diversity of histories, customs, languages and cultures. This diversity is not a barrier and it is even considered a wealth of the Indonesian nation. This is manifested in the Indonesian national motto *Bhineka Tunggal Ika* as found in the Indonesian national emblem. The expression *bhineka tunggal ika* comes from the Sanskrit language found in the book *Sutasoma* by Mpu Tantular in the Majapahit era.

The quality of Civics learning today shows several weaknesses, both in terms of the learning process and outcomes, including in the methodological aspect where the expository approach dominates almost the entire learning process. Teacher activities are more prominent than student activities, so student learning is limited to memorize the concepts. The main problem in civics is the use of learning methods or models. Teachers still do not pay attention to the environment as a source of learning. They do not link the material to the real life of students.

Teachers tend to use conventional methods. In this case, teaching method is used to convey information or a description of a subject matter and problem orally. The existence of a learning development helps teachers relate subject content to world situations and motivates students to make connections between knowledge and its application in their daily lives.

Teaching and learning process seems very rigid, less flexible, less democratic, and teachers tend to be more dominant. Moreover, it still uses the monotonous conventional model, teacher activity is more dominant than students, as a result teachers often ignore the process of fostering values, attitudes, and actions so that the civics subject is not considered a citizen development subject that emphasizes awareness of rights and obligations but tends to be a boring subject.

Based on a preliminary data at state primary school, on February 20, 2017 regarding the Civics teaching and learning process in class VI Percobaan primary school in Medan in relation to learning activities in the classroom there are problems. The students feel bored with the teaching materials used. Monotonous teaching materials like newspapers. The low quality of teaching material due to the students is less motivated to learn it. Students prefer to open, read and even discuss their pictorial reading books like comics with their friends whether it is at rest time or at study time. This result in the learning process is inconvenient because students are engrossed in their own reading books outside of the appropriate teaching materials.

It indicates that learning so far has been less able to develop skills towards changing student behavior. Teachers sometimes only do their job as teaching, but something is forgotten that their job is not only teaching but also educating. Learning should be able to contribute to behavioral skills which can initially be started through collaboration to practice social skills and various other creative activities that can support the development of positive character in students.

The problems above cannot be separated from the contribution of a teaching material used. Therefore, it can be concluded that one of the main factors causing mistakes in learning practices is the use of teaching materials that are not appropriate with goals. The learning process is not achieved effectively.

As a matter of fact, teacher creativity and understanding of the design of teaching materials is still lacking. In general, teaching materials are not designed entirely by the teacher, but are the result of copy and paste, some are even more instant by buying teaching materials that are sold to schools. In addition, teachers rely too much on the use of textbooks without first analyzing whether the books are in accordance with the curriculum. This has an impact on the inadequacy of learning objectives properly.

The teaching materials used by the teacher are only oriented to existing textbooks, in which the textbooks are not fully in accordance with the expected learning objectives. For example, the texts presented are sometimes not in accordance with the potential of the local environment. Analysis of teaching materials has been carried out to provide an overview that it is very necessary to develop effective teaching materials in accordance with the learning objectives of student characteristics. The teaching materials are not in accordance with the expected objectives. In making teaching materials developed, the material presented should be combined with a learning approach that is in accordance with the needs of students so that learning is more meaningful. One learning approach that can be used is civics learning by using contextual learning.

Contextual learning is considered appropriate because it helps teachers link the material with students' real-world situations. It encourages students to make connections between their knowledge and its application in their daily lives (Nurhadi et al, 2003: 4). Contextual learning can be said to be a learning approach that recognizes and shows the natural condition of knowledge through relationships inside and outside the classroom, a contextual learning approach makes experiences more relevant and meaningful to students in lifelong learning. It presents a concept that relates the subject matter that students learn with the context in which the material is used, as well as the method of students in learning.

Thus, it can be concluded that the development of character-based Bhineka Tunggal Ika teaching materials is one of the learning tools that supports the implementation of integrating the values of character in the civics learning process with a contextual learning approach. Based on the explanation above, it triggers to conduct research about the development of teaching material of Bhineka Tunggal Ika by integrating character education using contextual learning.

II. Review of Literatures

2.1. Character Building

Education is the process of interaction between humans as individuals and the natural environment, social environment, society, socio-economy, socio-politics and socio-culture. Therefore, the development of teaching materials with the integration of character education is needed in accordance with current developments. Gaffar (2010) explains that character is a process to foster the values of life in a person's personality, so that they can integrate with their behavior in life. According to the language center of the Ministry of Education and Culture, character is defined as innate qualities, soul, personality, character, behavior, traits, and temperament. Character is personality, behavior, and nature. It refers to a series of attitudes, behaviors, motivations and skills. In addition, character, especially good character, does not stand alone but it is a series of actions that are not only directed at oneself but also related to other people.

Koesoema (2007) defines character education as a dynamic condition of an individual's anthropological structure which attempts to live an increasingly integral life overcoming natural determinations in it for the process of continuous self-improvement.

Sudaryanti (2012) explains that activities character education must be carried out continuously and regularly that students can continue to be stimulated. The effective character education model is conveyed through role playing activities, storytelling, honesty and other content. It is due to children are still in the playing stage. This research is in line with Ulfah (2015) who investigates that character planting is a value of religiosity, responsible attitude to children can be done through games.

Character education can be interpreted as value, character, and moral education. It aims to give and maintain good decisions and realize goodness in everyday life wholeheartedly. Lickona (2012: 81) explains that the right character for education consists of operative values in action which include three interconnected parts, namely moral knowledge, moral feelings, and moral behavior. Meanwhile Wiyani (2013: 27) argues that character education is the process of providing guidance to students to become fully human beings who have character in the dimensions of heart, mind, body, and taste and intention.

Based on some of the opinions above, it can be concluded that character education is a conscious effort to understand, shape, maintain, teach ethical values in the form of knowledge, feelings, and behavior about morals.

2.2. Learning Outcome

Learning outcome is abilities obtained by individuals after the learning process takes place. It can provide changes in behavior, knowledge, understanding, attitudes and skills of students so that it becomes better than before. Learning outcome is basically changes in a person's behavior which include cognitive, affective, and psychomotor abilities after following a certain teaching and learning process. Education and teaching will be successful if there are positive changes in students. It undergoes through programs and activities designed and implemented by the teacher in the teaching process.

Arikunto (2006: 63) explains that learning outcome is results that someone has achieved after experiencing the learning process by first conducting an evaluation of the learning process carried out. In line with Sudjana (2008: 3) , it defines student learning outcomes in essence is a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. The value obtained by students is a reference to see the mastery of students in receiving subject matter. Jamarah and Zain (2010: 98) learning outcome is what students get after learning activities are carried out. Hamalik (2014: 32) explains that learning outcome is the occurrence of behavior changes in a person that can be observed and measured in the form of knowledge, attitudes and skills. This change can be interpreted as the occurrence of improvement and development for the better.

Based on the theoretical study above, it can be concluded that learning outcome is changes in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. Operationally, learning outcome is the abilities that students have after receiving their learning experiences. These abilities include cognitive, affective, and psychomotor aspects. From the above theories, it is concluded that learning outcomes can be seen through evaluation activities that aim to obtain evidentiary data that will show the level of students' ability to achieve learning goals. The learning outcomes examined in this study are civics cognitive learning outcomes which include three levels, namely knowledge (C1), understanding (C2), and application (C3).

2.3. Teaching Materials

Teaching material is a set of material that is arranged systematically to be used in the learning process. According to Hamdani (2011: 120), teaching material is all forms of materials that are systematically arranged which are used to assist teachers or instructors in carrying out the learning process so as to create an environment or atmosphere that allows students to learn. The Ministry of National Education (2010: 2) explains that teaching material is all forms of material used to assist teachers in carrying out the learning process. Ahmad (2012: 102) states that teaching material is information, tools and texts needed by teachers for planning and studying the implementation of a set of lessons. It can be stated in the form of handouts, modules, books, videos, tapes, etc. Module is considered as teaching material that can help students.

According to Rangkuti (2020) development of teaching materials is used as a way to identify, develop, and evaluate learning content and strategies. Junifran (2020) states that Teaching material as a learning device is a reference used by teachers in teaching a subject matter and the procedure for assessing the procedures used to see the results of a learning process. Teaching material is a component that must be present in the learning process. Teaching material is one of the important parts in the learning process. Teaching materials should be designed and written according to the rules of learning, i.e. adapted to learning materials, arranged based on learning needs, there are evaluation materials, and the instructional materials are interesting for students to learn. (Lubis, 2020).

In accordance with the definition above, it can be concluded that the teaching material is a textbook that contains material that is systematically arranged and easily understood by users which aims to help students achieve learning goals.

2.4. Contextual Learning Approach

Nurhadi (2003: 4) explains that the contextual approach is a learning concept where the teacher presents real-world situations into the classroom. It encourages students to make connections between their knowledge and its application in their lives as family members and society. Sanjaya (2007: 253) states it is a learning approach that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real life situations so as to encourage students to apply it in their lives.

As a matter of fact, it can be concluded that contextual learning emphasizes the process of student involvement to find the material being studied, encourages students to be able to find the relationship between the material being studied and real life situations and encourages students to be able to apply it in life. In other words, contextual learning is not just expecting students to understand the material being studied, but how the subject matter can color his behavior in everyday life.

Muslich (2008: 42) states that: there are 10 characteristics of contextual learning, namely: (1) cooperation, (2) mutual support, (3) fun, not boring, (4) learning with passion, (5) integrated learning, (6)) using various sources, (7) active students, (8) sharing with friends, (9) critical students and (10) creative teachers. From the above opinion it can be concluded that the characteristics of contextual learning are: (1) meaningful and fun learning, (2) a linkage between the material being studied and the real world context, (3) active and critical students and creative and innovative teachers. According to Nurhadi (2003: 31) contextual learning has seven main components, namely: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment . A class uses a contextual approach if it has implemented these seven components in learning.

III. Research Methods

3.1. Type of Research

It is type of research and development (R & D). Development research is a research method that is used to develop a product through certain stages so that it is produced that is tested for its validity, practicality, and effectiveness on needs. Sugiyono (2009: 297) says that research and development is research that produces certain products and tests the effectiveness of these products. It is carried out to develop a product in the form of *Bhineka Tunggal Ika* in teaching materials by integrating character education in civics learning in grade six of primary school.

3.2. Place and Time of Research

It is conducted in Class VI of State primary school 2019/2020. The reason to choose this school is because similar research is never carried out at the school. Furthermore, civics learning in class six at the school uses contextual learning which is a series of learning activities that involve all students' abilities to search and investigate systematically, critically, logically, analytically so that they can formulate their own findings confidently. By developing learning modules which are teaching materials arranged systematically and attractively that include material content, methods and evaluations that can be used independently in a kind of program package for learning purposes. Data collection time starts from February to July 2019.

3.3. Research Subjects and Objects

The subjects in this study are 36 students in class VIA and VIB at Percobaan state primary school in Medan. The object of this research is civics learning tool in the form of module with validation test class is class VIB, while the module development trial class is conducted in class VIA.

3.4. Data Analysis Technique

The analysis technique used is descriptive data analysis. It describes the level of validity of the teaching materials, the practicality of the teaching materials, and the competence of students that show the effectiveness of the teaching materials. The test results obtained are analyzed to see students' completeness in individual and classical learning. According to the Department of Education (in Trianto, 2009) the completed learning in a class is achieved if there are 85% who have reached $KB \geq 65\%$.

IV. Results and Discussion

4.1. Result

Trial I is conducted in class VI a that consisted of 36 students. Learning in this class is carried out 4 times in accordance with the learning plan provided. In trial 1, the instrument is tested using the Guided Inquiry Module learning tool that has been provided. The data from trial 1 are analyzed to determine how much effectiveness the learning device is based on empirical data.

a. Student Character Analysis Results

The results of observations on the character of students during the trial I. The following are calculated the scores and the percentage of students' characters during the first trial learning in the table. The character identification of students about how important

the values of character education, It can be seen from the questionnaire given to the students in the STP, TP, CP, P, SS columns are the number of students who feel the importance of character education values for each statement.

It can be seen that generally students give a positive character to each statement given. The character value is related to the state, namely as the forefront of defending the country if there is a threat from other countries. Thus, it is concluded that the percentage of classical completeness is 70.5%.

b. Data Analysis of Student Learning Outcomes

Student learning outcomes can be seen from the results of students' work in completing the tests. These learning outcomes are in the form of student scores from the tests. Student test results are generally still low seen from the scores obtained. There are still students who get 6 out of the maximum score 38. From 36 students, there are 10 students who have not achieved their learning completeness. From the tests given, students generally still make mistakes in solving the questions.

Based on individual completeness criteria, it can be determined that students who have completed learning individually. The complete results can be seen in Table 1 below:

Table 1. Student Learning Outcomes in Trial I

Number	Average Score	Criteria	Amount	Percentage (%)
1	$70\% \leq KB \leq 100\%$	complete	26	72,22
2	$0\% \leq KB < 70\%$	incomplete	10	27,78

Based on the data in Table 1 above, classical completeness reaches 72.22%. Hence, the classical learning outcomes are still incomplete. The conclusions from the results of the first trial data analysis are as follows: (1) there is an increase in the character abilities of students by using teaching material of *Bhineka Tunggal Ika* (2) the ability of student learning outcomes using learning tools in class VIa has not reached the specified criteria; (3) the ability of the teacher to manage learning at each stage does not fully meet the good criteria, but when viewed from the overall average, the level of the teacher's ability to manage learning is in the quite good category.

Based on the above conclusions, there are several indicators of effectiveness that have not reached the criteria set out. Therefore, it is necessary to review the learning tools developed. In the individual trial activities carried out, there are no problems that need to be revised on the contextual learning module product. Therefore, direct development activities are continued in small group trials without any improvement in the second revision stage.

Trial II is carried out in class VIb with many trial subjects 36 students. Learning in this class is carried out 4 times according to the learning plan provided. In this second trial using the *Bhineka Tunggal Ika* teaching material development tool with integrated character education using contextual learning has been provided. So that the data from trial II are analyzed to determine how much the effectiveness of the learning device is based on empirical data.

c. The Results of the Student Character Data Analysis

At the time of giving questionnaires to students about how important the values of character education, students have given a positive response to the importance of character building they have. Student responses to the values of character education in Trial II can be seen from the questionnaire given to students. The average student response about the

importance of character education values is 91% and it has exceeded the specified minimum limit, it is $\geq 80\%$. This shows that students already have a character towards educational values. Student learning outcomes after the second trial can be seen from the results of student work in completing the tests given. Student learning outcomes generally have reached the level of completeness. There is only 1 student who has not reached the level of completeness. Students who in the previous trial make a mistake, in this trial II are able to fix it.

d. Data Analysis of Student Learning Outcomes

Student learning outcomes can be seen from the results of students' work in completing the tests given. These learning outcomes are in the form of student scores from the tests given. Student test results are generally still low seen from the scores obtained. There are still students who get 23 of the maximum score 38. Of the 36 students, there are still 2 students who have not reached the completeness of learning. From the tests given students generally still make mistakes in solving the questions. This error includes solving the problem. From the score data based on individual completeness criteria, it can be determined that students who have completed individual learning. The full results can be seen in the following Table 2.

Table 2. Student Learning Outcomes in Trial II

Number	Average Score	Criteria	amount	Percentage (%)
1	$70\% \leq KB \leq 100\%$	Complete	34	94.44
2	$0\% \leq KB < 70\%$	Incomplete	2	5.56

The conclusions from the results of the second trial data analysis are as follows: (1) there is an increase of students' ability of understanding the concept of *Bhineka Tunggal Ika* teaching material, (2) the ability to understand using the *Bhineka Tunggal Ika* teaching material development tool with the integration of character education using contextual learning in class VIb has not reached the specified criteria, (3) the ability of the teacher to manage learning at each stage does not fully meet the good criteria, but when viewed from the overall average, the level of the teacher's ability to manage learning is in the fairly good category, (5) the student response questionnaire to each component and learning activity is negative.

Based on the above conclusions, the determined indicators have been effective and have reached the criteria set out. Therefore, there is no need to review the learning tools developed. Student learning outcomes at class six of Percobaan state primary school in learning *Bhineka Tunggal Ika* teaching materials can be seen. The results of student learning can be seen from the results of student work in completing the tests given. These learning outcomes are in the form of scores of students' acquisition from the given test. Based on the acquisition of student learning outcomes, it is known that classical completeness has reached 94.44%. So that the classical learning outcomes are complete.

4.2. Discussions

The description and interpretation is carried out on the ability of successful student learning outcomes toward *Bhineka Tunggal Ika* of teaching materials, student active activities, the ability of teachers to manage learning, and student responses to learning device components. The results of the above research are very reasonable since the characteristics appear in the contextual learning model. Theoretically, the model of development *Bhineka Tunggal Ika* teaching materials with integrating character education

using contextual learning has several advantages. These advantages are maximally applied in the classroom. It is very enabling the process and learning outcomes to be better. The following explains the relationship between the research results obtained the relationship with learning theory and other relevant research results.

The effectiveness of device development products in the application of *Bhineka Tunggal Ika* teaching materials by integrating character education using contextual learning can be seen from 3 indicators, namely: 1) students are said to have understood successful student learning outcomes if there are 85% of students who take the test already have the ability Learning outcomes. Students who succeed are at least moderate, 2) the ability of the teacher to manage the learning at least is in the good enough category, 3) positive student responses to the components of learning tools and activities. Device development products are said to be effective if they meet the three indicators above. The following describes the results of research on the effectiveness of *Bhineka Tunggal Ika* teaching materials with integrating character education using contextual learning.

Based on the data analysis of the teacher's ability to manage learning, there is an increase in the ability of teachers to manage learning, namely in the first trial, the value of the teacher's ability to manage learning is in the criteria of "good enough" with a mean value of 4.40. In the second trial, the teacher's ability to manage learning is in the "good" criteria with a mean value of 4.29. The ability to manage learning has increased in trials I and II. The teacher's ability to manage learning is considered quite effective. Teachers are very capable of implementing contextual learning syntax.

Feasibility of development *Bhineka Tunggal Ika* teaching materials with the integration of character education using contextual learning to improve student learning outcomes to get very good achievement scores. Validity and product trial assessment aspects refer to aspects of textbook assessment by assessing aspects: 1) content feasibility, 2) feasibility of language, 3) presentation feasibility, 4) graphic feasibility. The results of this study are in line with Sanjaya (2007: 215) that learning strategies with problem solving can be applied: (1) When the teacher wants students not only to be able to remember the material but also it master and understands it fully, (2) If the teacher intends to develop students' rational thinking skills, namely the ability to analyze situations, apply the knowledge they have in new situations, recognize the differences between facts and opinions, and develop the ability to make judgments objectively (3) When the teacher wants the student's ability to solve problems and create students' intellectual challenges; (4) If the teacher wants to encourage students to be more responsible in their learning (5) If the teacher wants students to understand the relationship between what is learned and the reality in life (the relationship between theory and reality).

a. Student Characters by Using *Bhineka Tunggal Ika* Teaching Materials

For each statement given, the average student response about how important the values of character education is 91% and have exceeded the specified minimum limit, it is $\geq 80\%$. This shows that students already have a character towards educational values. Student learning outcomes after the second trial can be seen from the results of student work in completing the given test.

Success in learning is determined by how the activity or learning process takes place. Good input and learning process can improve learning achievement. Further poor input if given good treatment in the learning process will produce good output. Viewed from student activity, there is an increase in the level of active student activity in the first trial. There is 1 category of observing active student activity that has not been within the specified tolerance limit. Then in trial III all categories of observations of student active

activity are already within the specified tolerance limit. Student activities in the learning process will lead to interactions between teachers and students or fellow students, resulting in a convenient classroom atmosphere.

Sanjaya (2007: 174) states that learning activities are actions that are deliberately designed by the teacher to facilitate student learning activities such as discussion activities, demonstrations, simulations, conducting experiments, and so on. The activities carried out by the teacher are controlling, leading and directing the learning process. Students are required to be active in learning. With the conditions and learning processes and activities above, it is expected to provide opportunities and make students as independent learners. This is supported by the opinion of Trianto (2009) with the existence of contextual learning, students can apply and experience what is being taught by referring to real-world problems related to their roles and responsibilities in society, and has a close relationship with real experiences.

b. Student Learning Outcomes by Using *Bhineka Tunggal Ika* Teaching Materials

From the results of research data processing, there are differences in learning outcomes between students who are taught using *Bhineka Tunggal Ika* teaching materials with the integration of character education using contextual learning and students who are taught without using the *Bhineka Tunggal Ika* teaching material development module with integrated character education using contextual learning. The average learning outcomes of students by using *Bhineka Tunggal Ika* teaching material development learning module is higher than the students who are taught without using *Bhineka Tunggal Ika* teaching material development learning module.

Based on the results of research on the first trial, after using learning tools oriented to the learning model of development of *Bhineka Tunggal Ika* teaching materials with the integration of character education using contextual learning, the posttest results from 36 students are obtained, there are 10 students (72.22%) who obtain grades more than or equal to 65% or at least complete. Furthermore, from the results of the research on the second trial, it is found that out of the 36 students who take the pretest there are 2 students (5.56%) who obtain score of more than or equal to 65% or at least complete.

Contextual learning is appropriate learning because it can encourage students to discover concepts through discovery, for example in solving problems, reflecting on their work, by drawing conclusions, and producing predictions that make students actively involved in learning through student-centered activities. This learning module also equip with a summary that can help students obtain a summary of the material presented. Development of *Bhineka Tunggal Ika* teaching materials with the integration of character education using contextual learning aims to foster student participation in doing assignments, or raise questions during learning and mutual cooperation in groups. Then, inquiry learning is a way of teaching in which the teacher provides opportunities for students to actively ask questions about the subject being studied and relate them in everyday life. With the emergence of problems, the teacher will act as a facilitator so that it can arouse the enthusiasm of thinking of students in solving problems.

Mulyasa (2006: 100) explains that learning is essentially a process of interaction between students and their environment, so that there is a change in behavior for the better. Furthermore, it is also explained that the main task of the teacher is to condition the environment in order to support behavior change for students. There is a change in behavior that is better for students who have implications for the learning outcomes themselves. Furthermore, the success of learning will have an impact on improving educational attainment widely. To realize these expectations, the teaching process must be

well planned through a systematic learning strategy. According to Slameto (2003: 2), new trends in learning strategies include integrating technology in learning, emphasizing inter- and multi-disciplinary approaches, increasing the participation of active learning subjects and managing well a clear and systematic linkage between learning outcomes, quality, and motivation, and shifting the focus from teaching to learning.

V. Conclusions

Based on the results of the analysis and discussion in this study, the following conclusions are put forward: (1) Integrating character education can be seen for each statement given, students feel that most students are at least quite important and the average student response is about how important the values of character education are 91% and it has exceeded the specified minimum limit, it is $\geq 80\%$. This shows that students already have a character for educational values and (2) Student learning outcomes after the development of *Bhineka Tunggal Ika* teaching materials with the integration of character education using contextual learning can be seen from the results of student work in completing the given tests, it can be seen that the classical completeness analysis results have reached 94.44%. Based on the analysis of the obtained test on the pretest and posttest results tested, it shows an increase in student learning outcomes.

References

- Ahmad, Zainal Arifin. (2012). *Learning Planning*. Yogyakarta: Pedagogia.
- Arikunto, S. (2006). *Qualitative Research Methods*. Jakarta: Bumi Aksara.
- Djamarah, Syaiful Bahri and Aswan Zain. (2010). *Teaching and Learning Strategies*. Jakarta: Rineka Cipta.
- Gaffar, F. (2010). *Islamic-Based Character Education (Jogjakarta: Papers Religion-Based Character Education Workhsop p.4, July 22, 2010)*.
- Hamalik. (2014). *Teaching and Learning Psychology*. Bandung: Sinar Baru Algensindo.
- Junifran, and Rosliani. (2020). The Development of Sociocultural Malay-Based on Folklore Teaching Materials for Class X at SMA N 1 Percut Sei Tuan Deli Serdang. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Vol 3 (4): 1670-1685.
- Ministry of National Education, (2010). *Development of Cultural Education and National Character*. Jakarta: Curriculum Center.
- Koesoma. (2007). *Character Education: A Strategy for Educating Children in the Age Global*. Jakarta: Grasindo.
- Lickona, Thomas. (2012). *Educating for Character*. Translation by Juma Abdu Wamaungo. 2012. Jakarta: Bumi Aksara.
- Lubis, I.G., Adisaputera, A., and Dewi, R. (2020). Development of Teaching Materials Based on People's Stories Assisted In the Graphics of 5th Grade Students Primary School Muhammadiyah 01 Kota Binjai. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Vol 3, No (2): 1083-1093.
- Mulyasa. (2006). *Becoming a Professional Teacher Creates Creative and Fun Learning*. Bandung: Publisher PT Remaja Rosdakarya. Muslich,
- Masnur. (2008). *KTSP Competency-Based And Contextual Learning*. Jakarta: Bumi Aksara.
- Nurhadi. (2003). *Approach Contextual (Contextual Teaching and Learning)*. Jakarta: Depdiknas.

- Rangkuti, N.J., Ansarif, K., and Hadi, W. (2020). The Development of Fantasy Teaching Materials by Using VAK (Visual Auditory Kinesthetic) on 7th Grade Students in SMP Negeri 1 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3, (2): 1170-1181.
- Sanjaya, Vienna. (2007). *Education Process Standards Oriented Learning Strategy*. Jakarta: Kencana Prenada Media Group.
- Slameto. (2003). *Learning and the Factors Affecting It*. Jakarta: Rineka Cipta.
- Sudaryanti. (2012). The Importance of Character Education in Early Childhood. *Journal of Pedagogy*. Vol 1 (2).
- Sudjana, Nana. (2008). *Basics of Teaching and Learning Process*. Bandung: Sinar Baru
- Algensindo. Trianto. (2009). *Designing a Progressive Innovative Learning Model*. Surabaya: Kencana.
- Ulfah, F. (2015). *PAUD Management Development of Learning Partnership Network*. Yogyakarta: Student Library.
- Winarno. (2015). Integration of Character Values in Middle School PPKN Textbooks. *Journal of Educational Professionals*. Volume 2 Number 1, May 2015, p. 73-80.
- Wiyani, Novan Ardy. (2013). *Grounding character education in Primary School*. Yogyakarta: Ar-Ruzz Media.