



Development of Teaching Modules Based on Multicultural Values in School-Based Management (MBS) Courses in Primary School Teacher Education Study Programs

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ABSTRACT

This research aims to develop a teaching module based on multicultural values in school-based management (MBS) courses in the Primary School Teacher Education Study Program. Research and development (Research and Development) with the ADDIE model. This was done because the ADDIE model is very appropriate for developing effective educational products and learning resources. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. However, in this research the researcher will only research up to product development. The product produced in this research is a school-based management (SBM) teaching module based on multicultural values which will consist of 9 chapters. Test the practicality by giving questionnaires to respondents, both lecturers and students, so that responses are obtained regarding the usefulness and sustainability of the teaching modules during the learning process, both on a small scale and on a wider scale. Based on these calculations, the initial respondent's product validation results can be obtained, namely 92.2, adjusted to the Linkert scale table 5, which is in the range of 92.2% in the Very Practical category

INTRODUCTION

Education has a very important role in advancing the development of the nation, because the existence of education can improve the quality of human resources as a whole. Good and high-quality education is a measure of the quality of human resources. A nation that has developed rapidly must have high quality human resources. One of them is characterized by the formation of the character of each individual to become better (Azkiya et al., 2022).

Society's need for multicultural education today is increasingly heterogeneous with the existence of various cultural, cultural and religious backgrounds. Multicultural education is important for preparing teachers who are able to manage diversity in the school environment. Diversity in one aspect is a wealth, but in other terms it can become a threat to the division of the nation. Therefore, it is necessary to do this so that this diversity can become one of the elements that strengthen the unity of the nation (Anam, 2016).

The root of the word multiculturalism is culture. Etymologically, multiculturalism is formed from the words multi, which means many, culture, which means culture, and ism, which means school/belief. Thus, the meaning of multiculturalism can be interpreted as an understanding that recognizes the existence of many cultures. In essence, this word contains recognition of the dignity of humans living in their communities with their own unique cultures (Hamdani et al., 2022).

In line with the meaning of multiculturalism which has so far been ingrained in people's lives, the concept of multicultural education was born. Multicultural education is a new phenomenon in the world of education. So far, humans have always wanted equal rights, which includes equal rights to education.

Multicultural education is a form of education that can provide emphasis and opportunities for students to know and appreciate other cultures. Multicultural education can also be applied in lectures. Implementation of multicultural-based education in the lecture process is not an easy thing because one of the subjects of the course is school-based management (MBS) as a science that is often learned apart from the cultural icon (Kuncahyono & Kumalasani, 2019). The values of pluralism and diversity cannot be accepted automatically if they are not accompanied by collective awareness from various parties and the absence of shared roles among experts in the field of education.

According to James A. Branks (2020) there are five dimensions in multicultural education, namely: 1) Content Integration. Educators can include cultural elements in the learning process (tests, principles, concepts and theory). For example, this can be implemented by using the biography of management experts before entering the main material. 2) The knowledge Construction Process. This dimension is the most important dimension in the IMBS learning process because culture is not independent of education. 3) Prejudice Reduction. In this dimension, the

teachers provide students with an understanding that differences in culture, gender and social identity are not something that needs to be feared/looked at side by side. 4) Equity Pedagogy. In this dimension, teachers provide techniques or teaching as academic facilitators for students with different cultural backgrounds. 5) An empowering school culture and social structure. In this dimension, higher education has the role of forming an educational service structure that equalizes one student with another.

Learning resources are one of the keys to success which can be used as a basis for improving the quality of learning in the world of academic education. One learning resource that can be used in learning is teaching modules. (Aminah et al., 2022) states that teaching modules are teaching materials that are prepared systematically and interestingly which include content, materials, methods and evaluation that can be used independently. One of the goals of the learning module is for students to be able to learn independently.

Challenges in developing teaching modules require the teacher's ability to collaborate with various stakeholders in the school. In a multicultural context, managerial challenges can become more complex. The integration of multicultural values in the context of school-based managerial teaching modules helps create an inclusive and supportive learning environment. Teaching modules with the integration of multicultural values are one solution to provide cultural understanding in the learning process.

School-based managerial (SBM) is an idea whose presence was triggered by the dissatisfaction or anger of educational managers at the operational level regarding the limited authority they have to manage schools independently. This MBS course is expected to provide examples and real integration in the field related to the learning process.

The development of this module supports the implementation of multicultural values in the current PGSD curriculum, especially in school-based managerial (MBS) courses. This module aims to increase student competence in understanding, appreciating and managing diversity in the learning process. So it can be applied in everyday life. This competency is important in preparing students who are ready to face the dynamics of a multicultural school.

The development of this module is in line with global education trends which increasingly pay attention to multicultural values. Increasing students' understanding of the global context can make a positive contribution to the teaching profession in the future. This module will help students become teachers who are able to understand how to become agents of positive change in embracing diversity.

The development of this module is part of efforts to provide quality education, in accordance with the demands of current developments and community needs. Based on this background, this research aims to develop a teaching module based on multicultural values in school-based management (MBS) courses in the Primary School Teacher Education study program.

LITERATURE REVIEW

Teaching Module

A module is a teaching material that is prepared systematically in language that is easy for students to understand, according to their age and level of knowledge so that they can learn independently and with minimal guidance from the teacher (Prastowo, 2019). The use of modules in learning aims to enable students to learn independently without or with minimal guidance from the teacher. In learning, teachers are only facilitators.

A similar view was also put forward by Sukiman (2021) who stated that a module is a part of a planned learning unit that is designed to help students individually in achieving their learning goals. Students who have a high speed in learning will master the material more quickly. Meanwhile, students who have a low speed in learning can learn again by repeating parts that they have not yet understood until they understand it. According to (Cahyadi, 2019) a module is a program package that is prepared and designed in such a way that it is for the benefit of students' learning. The approach to module learning uses students' experiences. The module that is developed must have the characteristics that are needed as a module so that it can produce a module that can increase the motivation of its users. The module that will be developed must pay attention to the five characteristics of a module, namely: self-instruction, self-contained, independent, adaptive, and user-friendly.

Multicultural Values

Values are the essence of every culture. In this case, it includes moral values that regulate the rules of life together. Moral themselves have experienced a development that started from the very beginning. The moral development of a person is something that is very important for the personality and social development of a child, so that moral education will have little or no influence on their attitude or behavior when interacting with other people (Haditono, 2022).

Education that focuses on multicultural education according to concepts, although none of the concepts of permanent status have been implemented. In the concept of Paulo Freire (expert in liberal education), according to him, maternal education is not a "tower of education" that tries to avoid the social and social reality of motherhood. Education must be able to create an educated and educated society, not a society that only glorifies social achievements as a result of their wealth and prosperity it dreams of.

Formal educational institutions and non-formal educational institutions are institutions or places where humans carry out their processes of obtaining knowledge, in fact in these institutions we often come across students and students who have various religions (multicultural), therefore it departs from this dynamic and does not. There is a guarantee when the institution plays its role in responding to the diversity that exists so that it becomes a beautiful possibility. This beauty and charm can be created when all elements of society can live in the harmony of diversity and differences that respect each other. However, the inability to manage pluralism can result in tendencies toward exclusivity, narrow fanaticism, and radicalization of understanding that can ignite sparks of social unrest that have the nuances of SARA.

One of the solutions that can be achieved from this kind of multidimensional pluralism is by instilling in students an understanding of the existence of heterogeneity in all social, economic, gender, cultural, religion, ability, age, etc. in social life. The urgency of instilling this understanding is rooted in the effort to prevent the threat of deprivation of the human rights of every human being as a cultural creator who has the right to receive human and equal treatment without looking at the background of his life. This can be done with multicultural education through the application of an educational curriculum that is based on utilizing the diversity that exists in society, especially among students. Education must have an insight into the future which provides guarantees for the realization of human rights in order to develop all potentialities and achievements optimally (Tilaar, 2003). From several explanations of the multicultural values above, a conclusion can be drawn that the indicators that will be achieved are based on these core values, namely; learn to live in differences, build mutual trust, maintain mutual understanding, uphold the attitude of mutual respect, be open in thinking, appreciate and interact.

Constructivism Theory

The theory of constructivism was developed by Piaget with the name individual cognitive constructivist theory and Vygotsky in his theory which is called social cultural constructivist theory (Yaumi & Hum, 2021). According to Suparno, the constructivist idea of knowledge is a construction (formation) of a person who knows something (scherm). Knowledge cannot be transferred from a teacher to another person because each person has his own concept of what he knows. The formation of knowledge is a cognitive process where the process of assimilation and accommodation occurs to achieve a balance so that a new schema is formed. A person who learns means he forms understanding or knowledge actively and continuously. Construction means building.

In the context of the philosophy of education, constructivism is an attempt to build a system of modern, multicultural issues of life. Constructivism is the basis of thinking (philosophy) of contextual learning, namely that knowledge is built by humans little by little, the results of which are expanded through limited contexts and not suddenly. Knowledge is not a set of facts – facts, concepts, or rules that are ready to be picked up and remembered. Humans must construct this knowledge and give it meaning through real experience (Rerverll & Arthur, 2007). Constructivism is a philosophy of learning which is based on the premise that by reflecting on experience, we build and construct our knowledge and understanding of the world in which we live. Constructivism is based on the idea that knowledge is not something given from nature, but knowledge is the result of the active construction (formation) of humans themselves. Each of us creates our own laws and mental models, which we use to interpret and translate experiences. Learning, in this way, is a process of arranging a person's mental model to accommodate new experiences (Hamdani et al., 2022)

Meanwhile, learning in the view of constructivism really becomes an individual effort in constructing meaning about the thing that is being studied. Constructivism is a natural path of cognitive development. This approach assumes that students come to the classroom bringing ideas, beliefs, and views that need to be changed or modified by a teacher who facilitates these changes, by designing challenging tasks and questions such as creating dilemmas for students to solve (Wardoyo, 2015)

Constructivism theory is used in this research to dissect problems in learning activities. This theory influences the development of learning, where in learning activities, initial knowledge of the environment will be built. The construction of this initial knowledge will be the construction of initial abilities and understanding in the student learning process. Humans must construct that knowledge and give meaning through real experience

Humanistic Theory

Basically, the word "humanistic" is a term that has many meanings according to its con. For example, humanistic in religious discourse means not believing in the existence of supernatural elements or transcendental values as well as human beliefs about progress through science and reasoning. On the other hand, humanistic means interest in human values that are not divine in nature. While humanism at the academic level focuses on knowledge about human culture, such as classical studies regarding Greek and Roman culture.

The humanistic education theory that emerged in the 1970s departed from their philosophical theories, namely: pragmatism, progressivism and existentialism. The main idea of pragmatism in education is to maintain the continuity of knowledge with activities that deliberately change the environment. Humanistic education as a name for educational thought/theory is intended as education that uses

humanism as an approach. In their term/namer of humanistic education, the word "humanistic" is essentially an adjective which is an approach to education.

Humanistic learning theory is used to study religious moderation. Humanistic learning theory emphasizes learning content. Learning situations that are student-centered and meaningful cause humanistic theory to be able to utilize all forms of learning resources for the humanistic process (Zagoto, et al, 2018). Learning activities are greatly influenced by interactions. These interactions can come from the environment or with other people. Therefore, in line with Habermas' theory, learning is classified into three, namely: technical learning, practical learning, and emancipatory learning. Technical learning is learning by relating to the natural environment appropriately. Technical learning utilizes the natural environment as a learning resource. Practical learning is learning by interacting with the social environment. In this practical learning activity, students are expected to be able to establish good relationships with each other. Emancipatory learning means a person's efforts to achieve an understanding of cultural change and transformation with the social environment around him

METHODOLOGY

In their research "Development of Teaching Modules Based on Multicultural Values in School-Based Management (MBS) Subjects in Primary School Teacher Education (PGSD) Study Programs" this research and development (Research and Development) using the ADDIE model was used. This was done because the ADDIE model is very appropriate for developing effective educational products and learning resources. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. Research and development procedures basically consist of two main objectives, namely: 1) product development and 2) testing the effectiveness of the product in achieving the objectives. However, in this research the researcher will only research up to product development.

The product produced in this research is a school-based management (SBM) teaching module based on multicultural values which will consist of 9 chapters. The material that will be presented is: basic concepts of school-based management, curriculum management, management of education and educational staff, student management, management of facilities and infrastructure, school efforts to improve teacher performance and professionalism, development of educational resources to improve the quality of education, implementation of school-based management and principles of implementation of school-based

managerment. This teaching module contains evaluations/exercises that are integrated with multicultural values.

The subjects in this research were based on two stages carried out, namely the validity test stage and the practicality test stage. First, at the validity testing stage of the multicultural values-based teaching module, three experts were involved, namely: the theoretician (school-based management theory), language expert and multicultural values validation. Validity testing is carried out by providing teaching module designs and questionnaires to experts to obtain suggestions for improvements, recommendations and assessments of the multicultural values-based teaching module design. Second, practicality tests are carried out on a small scale and a larger scale. The small-scale test in implementing multicultural values-based teaching modules involved 1 lecturer and 25 PGSD students (1 class) who were heterogeneous. Test the practicality by giving questionnaires to respondents, both lecturers and students, so that responses are obtained regarding the usefulness and sustainability of the teaching module during the learning process, both on a small scale and on a wider scale.

RESULTS AND DISCUSSION

Development and research was carried out at the Mpu Kuturan Singaraja State Hindu Religion College in the Primary School Teacher Education Study Program. This research produced a teaching module product based on multicultural values in school-based management (MBS) courses. The product is packaged in module form containing 9 (nine) chapters. The material that will be presented is: basic concepts of school-based management, curriculum management, management of education and educational staff, student management, management of facilities and infrastructure, school efforts to improve teacher performance and professionalism, development of educational resources to improve the quality of education, implementation of school-based management and principles of implementation of school-based management. This research uses the Research and Development (R&D) method and uses the ADDIE development model. The characteristics in this research are an explanation of the multicultural values-based teaching module template in school-based management (MBS) courses as follows:

a. Analysis Stage

This stage was carried out to analyze the need for developing teaching modules based on multicultural values in school-based management courses in the PGSD study program. This development is intended to overcome the gap between ideal conditions and real conditions in the field, especially the problems of: 1) availability of good teaching modules, 2) availability of textbooks for school-based management (MBS) courses in primary school teacher education study programs, 3) Overcoming the conditions of school-based management learning through the availability of modules that can increase the attractiveness and effectiveness of school-based management learning (SBM). This module

is expected to be able to help accommodate students' lecturer processes, especially as a learning resource and literature review. The results obtained at this stage are a needs analysis and the main framework for developing teaching modules as a basis for implementing the next stage, namely the design stage

b. Design Stage

In this second stage, the product to be made and the material to be presented in the teaching module are designed. The material in developing this product is material in school-based management (MBS) courses. The material that will be presented is: basic concepts of school-based management, curriculum management, management of education and educational staff, student management, management of facilities and infrastructure, school efforts to improve teaching performance and professionalism, development of educational resources to improve the quality of education, implementation of school-based management and principles of implementation of school-based management. Apart from that, the module developer also includes practice questions containing multicultural values. Furthermore, researchers developed a success measuring tool developed in accordance with the objectives achieved and the main points of learning material presented to students. The aspect measured is the competency possessed by students which is expressed in learning outcomes as a result of learning activities.

c. Development Stage

In this development process, a process is carried out to realize the material results in the design process. At this stage the product is a teaching module based on multicultural values in school-based management (MBS) courses. Testing the validity of the module products in this research includes: (i) validating the theory to determine the correctness of concepts and material by management experts; (ii) language validation for language correctness and adequacy; (iii) validation of multicultural values to determine the suitability of materials and integration of multicultural values. Then, to see the practicality of the teaching module, a questionnaire will be given regarding the practicality of the module created. The discussion of the validation results of multicultural values-based teaching modules in school-based management courses is as follows:

1. Material Expert Validation Results Data

The content/material expert test involves experts in educational administration and educational management. The results from content/material experts on the teaching modules that have been developed aim to assess the suitability of the material content in the teaching modules. The content/material expert results for this teaching module used an instrument in the form of a questionnaire with a scalar range for each assessment component using a scalar of 5, with the provisions "Very Valid = 5", "Valid = 4", "Fairly Valid = 3", "Lack of Valid = 2", "Invalid = 1".

$$V = \frac{D}{A + B + C + D}$$
$$V = \frac{14}{0 + 0 + 0 + 14} = 1,00 =$$

Based on the results of these calculations, product validation results by material experts can be obtained, namely 1.00 or 100%. This shows that it is in the very valid category.

2. Data from Linguist Validation Results

The linguist test involves language and linguistic experts. The results from language experts on the teaching modules that have been developed aim to assess the suitability of the language used in the teaching modules. The content/material expert results for this teaching module used an instrument in the form of a questionnaire with a scale range for each assessment component using a scale of 5, with the provisions "Very Valid = 5", "Valid = 4", "Fairly Valid = 3", "Lack of Valid = 2", "Invalid = 1".

$$V = \frac{11}{0 + 2 + 1 + 11}$$
$$V = \frac{11}{0 + 0 + 1 + 11} = 0,91 = 91\%$$

Based on the results of these calculations, the results of product validation by language experts can be obtained, namely 0.91 or 91%. This shows that it is in the very valid category. There are several users of language that are still not in accordance with enhanced spelling (ErYD).

3. Data from Expert Validation Results on Multicultural Values Aspect

The expert test on the Multicultural Values Aspect involves religious and cultural experts. The results from experts on the Multicultural Values Aspect of the teaching modules that have been developed aim to assess the suitability of the language used in the teaching modules. The expert results for the Multicultural Values Aspect of this teaching module used an instrument in the form of a questionnaire with a scale range for each assessment component using a scale of 5, with the provisions "Very Valid = 5", "Valid = 4", "Fairly Valid = 3", "Low Valid = 2", "Invalid = 1".

$$V = \frac{11}{0 + 2 + 1 + 11}$$
$$V = \frac{11}{0 + 0 + 2 + 11} = 0,84 = 84\%$$

Based on the results of these calculations, the results of product validation by language experts can be obtained, namely 0.84 or 84%. This shows that it is in the valid category. There is some integration of multicultural values in practice questions that must be improved.

d. Implementation Stage

At this stage, after the product has been validated by experts, the product is then implemented in a small group. In this stage only small group implementation is carried out. At this stage, the researcher conducted a small-scale product trial involving 25 students in the STAHN Mpu Kuturan

Singaraja Primary School Teracherr Education Study Program using a teaching moduler based on multicultural values in the school-based management (MBS) course which had gone through the revision stage previously. This stage was carried out to ask students to provide comments and suggestions regarding the teaching moduler based on multicultural values.

Based on the results of the assessment of the initial field test presented, an assessment of the multicultural values-based teaching moduler used can be calculated. After obtaining the total number of validator scores, the results can then be calculated using the calculation:

$$P = \frac{\sum x}{\sum i} \times 100\%$$

Based on these calculations, the initial respondent's product validation results can be obtained, namely 92.2, adjusted to the Likert scale table 5, which is in the range of 92.2% with the Very Practical category. The input, suggestions and comments provided include: teaching modules based on multicultural values are very helpful in the learning process, the material provided is easy to understand, the book cover is attractive.

Based on the results of the assessment by the lecturer which are presented in Table 4.3, the assessment of the media used can be calculated after getting the total number of validator scores, then the results can be calculated using the calculation:

$$P = \frac{\sum x}{\sum i} \times 100\%$$

Based on these calculations, the results of product validation by initial respondents can be obtained, namely 0.984, adjusted to the Likert scale table 5, which is in the 98% range with the Very Practical category. As for the input, suggestions and comments provided by initial field test respondents, namely: The textbook is complete. made well, according to the material content and characteristics of students. Continue to be maintained and improved in developing learning resources to be attractive to students.

e. Evaluation Stage

In this research, activities were carried out only up to the implementation stage in small groups. The results of testing in small groups are used as evaluation to improve the product.

CONCLUSIONS

Based on the results of the explanation above, this research produces a teaching module based on multicultural values in the school-based management (MBS) course in the STAHN Mpu Kuturan Singaraja Primary School Teacher Education (PGSD) study program in the very valid and valid category. In detail, the results of the material/content expertise testing received a score of 1.00 or 100%. This shows the category is very valid. For product validation testing by language experts, the results were 0.91 or 91%. This shows that it is in the very valid category, and for product validation testing by experts on aspects of multicultural values, it got a score of 0.84 or 84%. This shows that it is in the valid category.

This is in line with the results of research conducted by. According to Susilana, R and Cerpi Riyana (2018) module is a program package that is prepared and designed in such a way for students' learning interests. The approach to module learning uses students' experiences. The research conducted by Azkiya, et al (2022) with the title *E-Module Development Based on Multicultural Education Values in Islamic Elementary Schools*, stated that this research concluded that *iE-module development* was based on multicultural educational values in basic schools Islam is very worthy used in the learning process. Based on the presentation regarding the meaning of *i-modules* and *i-modules*, there is no visible difference in the principles of development between conventional *i-modules* and electronic *i-modules* or *i-modules*. The visible difference is in the physical presentation format. In general, electronic modules adapt the components found in printed electronic modules.

Learning using modules has several advantages, namely: (a) modules can provide feedback so that students know their shortcomings and immediately make improvements, (b) in the module clear learning objectives are set so that students' learning performance is directed towards achieving learning objectives, (c) modules that are designed to be attractive, easy to learn, and can answer needs will certainly increase students' motivation to learn, (d) modules are flexible because module material can be studied by students in different ways and at different speeds, (e) collaboration can be established because with the module competition can be minimized between students and learners, and (f) remediation can be carried out because the module provides sufficient opportunities for students to find their own weaknesses based on the evaluation provided. The module development carried out was adapted to the opinion of the Ministry of National Education (Lubis et al, 2015), the module contains at least (1) learning instructions (student/teacher instructions); (2) components to be achieved; (3) content or contents of the material; (4) supporting information; (5) exercises; (6) work instructions, which can be in the form of Worksheets (LK); (7) evaluation; and (8) feedback on the evaluation results.

Based on relevant research conducted by experts in the field, it shows that the development of teaching modules based on multicultural values has produced characteristic research results that utilize teaching modules based on multicultural values as a learning resource. The results of product trials show that the development product can have an impact on increasing and improving the way of learning by utilizing teaching modules based on multicultural values. In the learning environment, the benefit of the learning process carried out with the help of teaching modules based on multicultural values is that it can overcome various obstacles in conventional learning, especially the limitations of textbooks and learning resources, which can be mediated with the help of teaching modules based on multicultural values. The benefits felt in the learning process assisted by teaching modules based on multicultural values, teachers can upload concept maps, learning objectives and several apperception questions in a module, so that students can use them before learning takes place. The aim is for students to prepare themselves before learning takes place so that learning can take place more optimally. Through the use of teaching modules based on multicultural values, students can understand material according to situations and conditions, whenever and wherever according to their needs so they can repeat material they have not yet understood.

RECOMMENDATIONS

It is hoped that the results of this research can be used as development and support for further research related to teaching modules based on multicultural values. Future researchers are advised to link all aspects or contents of the module with a contextual approach. The limitation of this research is only the implementation stage, so that further researchers can continue to the evaluation stage by testing the effectiveness of the teaching modules applied to larger classes.

FURTHER STUDY

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