| **RESEARCH ARTICLE**

Development of Learning Tools based on Cultural and Character Education in Improving Discipline in Elementary School Research Article

Agus Wardhono[1] ✉ Siti Munafi'ah[2], Djoko Apriono[3] and Usep Supriatna[4]

[1234]Basic Teacher Education, Universitas PGRI Ronggolawe Tuban Indonesia
Corresponding Author: Agus Wardhono, **E-mail**: agusward@gmail.com

| **ABSTRACT**

The development of this learning tool is based on the fact that the implementation of cultural education and character education is still lacking. This is due to the lack of writing and clarity of implementation steps on cultural education and character education in learning tools. The development of learning tools based on cultural education and character education is expected to help teachers and students implement cultural education and character education easily. The purpose of this research and development is to determine the quality of the learning tools developed in terms of validity, practicality, and effectiveness. The research method used by researchers is Research and Development (R&D), and the model developed is ADDIE. The technique of implementing this development research through the stages of analyze, design, development, implementation and evaluation. Data collection techniques in this study used interviews, observations, validity questionnaires, practicality questionnaires, and affective assessment results before and after the study. Data analysis techniques in this study use quantitative and qualitative data analysis techniques. The result of this development research is that the validity of the expert validator of the learning device design obtained a score of 93.18. The validity of the material expert validator obtained a score of 100. The practicality of the practitioner obtained a score of 96.66. The effectiveness of the results of the affective assessment shows the results of MK (culture). Thus, based on the results of validity, practicality, and effectiveness, it can be concluded that the validity and practice of this learning tool in the category is very valid or can be used without revision. And the effectiveness of this learning tool in this category is very effective.

1. Introduction

The Learning Implementation Plan, hereinafter referred to as BCO, is a learning plan developed referring to the syllabus (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 104 of 2014). The Basic Course Outline (BCO) is a plan of face-to-face learning activities for one or more meetings (annex to the Regulation of the Minister of Education and Culture Number 65 of 2013). Then the Basic Course Outline (BCO) is a learning design for subjects per unit that will be applied in classroom learning (Paolini, 2015). The learning implementation plan is the entire process of thinking and determining all activities that will be carried out in the present and the future in order to achieve goals (Klinger et al., 2008). In line with what was said above, the lesson implementation plan contains what the teacher will do before he teaches (Koumadoraki, 2023). What is then emphasized is that the learning implementation plan is defined as a unit of learning programs that are packaged for one or several basic competencies for one or several meetings. From some of the regulations and opinions above, this research will produce BCO products (Chu et al., 2017).

This research, in addition to producing BCO, also produces LKPD. In general, student worksheets (Lembar Kerja Peserta Didik/LKPD) are the same as student worksheets (Lembar Kerja Siswa/LKS). It's just that the 2013 curriculum was given another name as a substitute for student worksheets (LKS). LKPD is a learning resource in the form of aid assignments, instructions for task implementation, learning evaluations that must be done by students that are made in accordance with the basic tension competencies that must be achieved (Schaub et al., 2013). LKPD is a sheet that contains tasks that must be done by students individually or in groups. The task at LKPD is the goal of learning that must be achieved by students (Natalia in Fitri, 2021). In line with the opinion that above, student worksheets are one of the teaching materials that can increase student involvement in the teaching and learning process, facilitate students for experimental activities in each of their activities to help students obtain information and provide opportunities for students and students to explore (Ellis & Bond, 2018).

This research implements cultural education. Cultural education is defined as education that develops cultural values in students so that they have values as their character apply these values in their lives as members of society and citizens who are religious, nationalist, productive, and creative. (Ministry of National Education, Research and Development Agency for Curriculum Center 2010). Education based on the character and culture of the nation is education that applies principles and methodologies towards the formation of the character of the nation's children in its students through an integrated curriculum developed in schools (W. Berkowitz, 2021).In line with this, the essence of national character and culture education in the context of education is value education, namely the education of noble values derived from the nation's own culture in order to foster the personality of the younger generation (Gander et al., 2022).

This research also implements character education. Understanding education is the overall relational dynamics between individuals with various dimensions, both from inside and outside themselves, so that the person can increasingly live his freedom so that he can be more responsible for his actions (M. W. Berkowitz, 2002). Meanwhile, morals (character) are actually the result or result of the realization of the correct sharia building based on a solid aqidah (belief) foundation. Without aqidah and sharia, it is impossible to realize true morals (character) (Jones, 2018). Also defined as character education is value education that helps and facilitates students to grow and develop into complete human beings (Lickona, 1996). Then, character education in Islamic education emphasizes more on individual development through the cultivation of commendable morals so as to be able to make themselves as good for individuals, people around them, and the wider community (Suprayitno & Wahyudi, 2020). It is also pointed out that character education means the process of forming character, where a character is formed by habits and habits are the result of repeated actions. While actions are actions of an idea (Revell & Arthur, 2007).

Based on the above information and the opinions of several experts, lesson plans must be made by teachers before carrying out learning. The preparation of learning tools, in particular, is not just a matter of administrative readiness, as some teachers believe, but activities that are attached to learning as a process. Learning tools are essentially short-term planning to estimate or project things that will be done in learning. Therefore, learning tools need to be developed to coordinate learning components, including basic competence that functions to develop student potential, standard material that functions to give meaning to basic competencies, learning outcome indicators that function to show the results of successful student competency formation. Learning needs also to be developed by creating LKPD and implementing cultural education and character education. Cultural education and character education function to determine the character to be achieved in a learning process.

Based on interviews and experiences so far found in class V of SDN Sidorejo, Kenduruan District, Tuban, Indonesia, the learning tools made by teachers are complete, but for cultural education and character education to be achieved, there are less clear implementation steps. The characters to be achieved are only written in outline. Thus, learning tools can be developed by including cultural education and character education it by writing down the steps in the context of implementing cultural education and character education. To measure the success of the implementation of cultural education and character education, teachers can use attitude assessment. The process of education is the process of civilization, and the process of civilization is the process of education. Similarly, in the process of building children's character, one of the strategies can be done through the process of cultivating in the school environment or through a disciplined school culture. The learning tools developed in this study are Basic Course Outline (BCO), LKPD and the implementation of cultural education and character.

2. Methodology
This type of research is procedural development research with the foundation of (Creswell, 2014), with the R&D (Research and Development) method with the foundation of (Szudarski, 2017), using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) with the foundation of (Branch, 2009). The ADDIE development procedure consists of five stages, namely analyze, design, development, implementation, and evaluation). The purpose of this study are to determine the validity, practicality and effectiveness of the product to be made. The trials in this study are product design trials on individuals and in

limited groups. The types of data used are quantitative data and qualitative data. Data collection instruments use observation, interviews, and questionnaires. Data analysis techniques use quantitative data and qualitative data.

3. Results and Discussion

This research was conducted to determine the validity, practicality and effectiveness of learning tools based on the implementation of cultural education and character education in improving discipline in elementary schools. This research was carried out in grade V of SDN Sidorejo, Kenduruan District, Tuban Regency, Indonesia. This research uses the R&D method with the ADDIE model. The steps are as follows:

1. Analyze, namely, in the first stage, researchers analyze the needs of teachers and students during learning. The purpose of needs analysis is so that researchers know the problems during the learning process. At this stage, researchers conducted interviews with grade V teachers of SDN Sidorejo, Kenduruan District, Tuban. Through this interview activity, researchers know the obstacles faced by class V teachers and students during the learning process. With interview activities, researchers collect information related to what must be developed by researchers on the products to be made. At this stage, researchers first make interview guidelines and then conduct interviews with class V teachers on Wednesday, March 1, 2023. When conducting interviews, researchers prepare twenty questions, which must be answered by class V teachers, including the learning tools used, teacher and student constraints in learning, LKPD used, and the implementation of cultural education and character education. The results of the interview outline the need for effective, efficient BCO for teachers. There needs to be an LKPD tohelp the learning process; it is necessary to implement cultural education and character education with clear and clearly written steps. And the interview results are written in the interview guidelines that have been prepared.

2. Design: at this stage, researchers design learning equipment products needed by teachers. Researchers design learning tools, namely BCO, which is effective, and efficient and student-centered, LKPD that can help the learning process and the implementation of cultural education and character education with clear implementation steps. This plan will be carried out from March 6, 2023, to March 31, 2023. The lesson plan is designed for teachers and grade V students of SDN Sidorejo, Kenduruan District, Tuban. The BCO contains theme 6 sub-theme 2 with basic competencies from the subjects of PPKn, Indonesian, Science, Social Studies and SBdP. With heat transfer material around us. BCO is designed for 5 meetings. The 1st meeting to the 5th meeting, Monday to Friday. BCO is designed based on the Circular Letter of the Minister of Education and Culture Number 14 of 2019, which has the principle of effective, efficient and student-centered. which consists of 3 components, namely learning objectives, learning activities and assessment (assessment). For the formulation of goals, researchers write them by referring to the curriculum and learning needs of students. For learning activities, researchers use operational verbs, which include HOTS, which consists of introduction, core activities and closing. For assessment, researchers use 3 aspects of assessment, namely attitude assessment, to assess the implementation of character education to be achieved, which then the results are written on the attitude assessment rubric sheet. Knowledge assessment used to measure students' abilities, which includes factual, conceptual, procedural, and meta-cognitive knowledge as well as low to high level thinking skills. Which then results in the form of a numerical assessment. Skill assessment is carried out by practical performance assessment. The results of which are written in the rubric of skill assessment. LKPD is designed for 5 meetings. Just like the BCO used Monday to Friday. The purpose of making LPKD as a means to help and facilitate the achievement of learning objectives. And so that students are trained for critical and high-level thinking. The design of LKPD, the appearance is made attractive with colors and various images in order to motivate enthusiastic students to work on it. LKPD is loaded with a separate sheet outside the BCO sheet. LKPD develop the character of student independence because the task of LKPD students explore the answers themselves. The implementation of cultural education is designed for 5 meetings, which are used Monday to Friday. Carried out every day with the same activities that aim to make cultural education become a form of activity that eventually becomes a school culture. The implementation of character education is designed for 5 meetings to be held according to the day. The implementation of character education has five themes of activities that students must do. Namely Monday, the theme of love of the archipelago; Tuesday, the theme of love buana; Wednesday, the theme of us Javanese. On Thursday, our theme is work, and on Friday, we are pious.

3. Development: at the development stage, from what has been designed then, a product is made in the form of BCO, LKPD and the implementation of cultural education and character education. Then, the product is consulted with the supervisor to get suggestions and input. Consultation on Monday, April 3, 2023. Advice from supervisor 1 to pay attention to typing techniques and multiply references about character education. The advice from supervisor 2, the same as supervisor 1, is to pay attention to typing and multiply references. After consultation with the supervisor, the product is ready to be validated. Before the product is validated, researchers first make a validation sheet, namely expert validation of learning design and material validation. The product is validated to determine validity. The product was validated on Tuesday, May 9, 2023, by learning device design experts. The product was validated on Wednesday, April 5, 2023, by material experts.

4. Implementation (Implementation): there is this stage, the researcher conducts implementation or trials of the product that has been made. This implementation is to determine the practicality and effectiveness of the product. Practicality assessment is carried out by practitioner teachers, namely class V teachers. Class V teachers must assess practicality with 15 aspects that must be assessed. Assessment of product effectiveness is also carried out by class V teachers. Product effectiveness is determined by comparing the results of attitude assessment before the implementation of learning tools developed with learning tools after being developed. The product was implemented in a small group, namely grade V students of SDN Sidorejo, Kenduruan, Tuban, totaling 10 students. After the implementation is complete, students must fill out a response questionnaire consisting of 10 aspects. The products implemented are BCO, LKPD and the implementation of cultural education and character education. The products implemented are 5 BCO, 5 LKPD and 5 implementations of cultural education and character education. The product will be implemented for 5 days, namely Monday, May 22, 2023 to Friday, May 26, 2023.

5. Evaluation: evaluation in this study was carried out using formative and summative assessment. Formative assessment is performed to assess the product after it has been validated. Assessments and suggestions from validators will be used as benchmarks in assessments. Learning device design experts validators rated this product with a score of 93.18. Material validators rate this product with a value of 100. Summative assessment is carried out to assess the product after its implementation. Assessments and suggestions from practicing teachers that will be used as benchmarks in assessment. The practitioner teacher gave an assessment of the product that had been implemented with a value of 96.66.

3.1 Research Discussion
The discussion of this research presented data is quantitative data and qualitative data.

3.1.1 Product validity
a). Quantitative data on product validity
The validity of the product in this study was determined by two experts. Namely learning device design experts and material experts. (Yang et al., 2019), in his book, writes that "The validity and absence of learning tools is determined by matching the empirical validation results from experts with the specified validity criteria. If it is declared less valid or less valid based on theory and validator improvement input, the learning tool can be improved so that the quality becomes better".

The results of the validation of learning device design experts are as follows:

No	Aspects	Validated aspects	Assessment Score			
			1	2	3	4
1	Formulation of Learning Objectives	The formulation of learning objectives is clear.				√
2		Formulation of learning objectives according to indicators				√
3		Formulation of learning objectives according to aspects of ABCD (*Audience, Behavior, Condition, Degree*) to be implemented				√
4		The formulation of learning objectives describes the activities to be carried out				√
5		The formulation of learning objectives does not give rise to double interpretation				√
6		The formulation of learning objectives can and is easily measured				√
7		The formulation of learning objectives contains operational verbs				√
8	Learning Steps	The learning steps clearly display the introduction, core, and closing activities.				√
9		Every learning activity in the learning step has implemented cultural education and character education			√	
10		Compatibility of learning activities with character building efforts			√	
11		Character behavior in the scenario			√	
12		Every learning activity in the learning step has developed 21st century skills			√	
13		Suitability of time allocation in preliminary activities, core activities and closing activities				√
14		Completeness of stages of preliminary activities (Prayer, presence, perception)				√
15		Completeness of core activities (according to learning objectives)				√

No						
16		Completeness of closing activities (doing evaluation, concluding, closing learning)				√
17	Valuation Learning	Assessment in accordance with the competencies to be achieved.				√
18		Assessment according to learning objectives				√
19		Assessment according to the expected student character				√
20		The complete assessment instrument includes cognitive, affective and psychomotor				√
21		Conformity of assessment forms in knowledge or cognitive aspects				√
22		Suitability of assessment forms in aspects of attitudinal or affective assessment				√
23		Appropriateness of assessment forms in aspects of skills or psychomotor				√
24		This type of assessment develops higher-order thinking skills or HOTS				√
25		Attractive LKPD display				√
26		LKPD sesuai indicator				√
27		LKPD according to learning objectives				√
28		The commands in LKPD are easy for students to understand				√
29		Activities in LKPD contain material that encourages students to think higher order or HOTS			√	
30		LKPD develops creative 21st century skills			√	
31		LKPD develops 21st century communicative skills			√	
32		LKPD develops collaborative 21st century skills			√	
33		LKPD develops 21st century critical thinking skills			√	
Number of earned scores					123	
Maximum score					132	
Percentage					93.18%	

Questionnaire of Learning Device Design Expert Validation Results.

Information:
A score of 1, if it is invalid or should not be used.
Score 2, if it is less valid, it is recommended not to be used because it needs a major revision
Score 3, if valid enough or usable but needs minor revision

A score of 4, if it is perfectly valid or can be used without revision.
The calculation of the results of the validation of learning device design experts is as follows:
Val=Tse/Tsh x 100%   Val= 123/132 x 100%=93,18

Information:
Va1 : Validation of learning design experts
TSh : Total maximum score of expected pliers
TSe : Total empirical score (validation results from validators)
The results of material expert validation are as follows :

No	Aspects	Validated aspects	Assessment Score			
			1	2	3	4
1	Implementation of Cultural Education and Character Education	Implementation of cultural education and character education (character choice/behavioral indicators) in accordance with basic competencies				√
2		Implementation of cultural education and character education (character choice/behavioral indicators) in accordance with learning objectives				√
3		The characters/indicators implemented are easy to understand or understand				√
4		Implementation of cultural education and character education that is implemented communicatively.				√
5		Implementation of cultural education and character education according to the age of students				√
6		Cultural education and character education that are implemented can change towards the good of students				√
7	Material Suitability	The implementation of cultural education and character education can improve student discipline.				√
8		Learning materials in accordance with basic competencies				√
9		Learning materials according to indicators				√
10		Learning materials in accordance with learning objectives				√
11		Learning materials according to the cognitive level of students				√
12		Characters implemented in learning tools in accordance with the provisions in the 2013 Curriculum				√
13	Others	Between learning materials and the implementation of cultural education and character education, the goal is clear				√
14		Between learning materials and the implementation of cultural education and character education there is no conflict.				√
15		Between learning materials and the implementation of cultural education and character education, it is easy for students to understand.				√
16		Between learning materials and the implementation of cultural education and character education, it is easy for students to implement.				√
Number of earned scores			64			
Maximum score			64			
Percentage			100%			

Material Expert Validation Results Questionnaire

Information:
Score 1,if it is invalid or should not be used.
Score 2, if it is less valid, it is recommended not to be used because it needs a major revision
Score 3, if valid enough or usable but needs minor revision
Score 4, if it is perfectly valid or can be used without revision

The calculation of the results of material expert validation is as follows:
Va2=TSe/TSh x 100 % Va2=64/64 x 100%=100

Information:
Va2 : Material validation
TSh: Total maximum score of expected pliers
TSe: Total empirical score (validation results from validators)
From the validation results above, a resume of the validation results can be made as follows:

No	Validation	Validity criteria	Level of validity	Recommendations
1	Learning device design experts	93,18	Very valid	Can be used without revision
2	Material expert	100	Very valid	Can be used without revision

Validated resume

3.1.2 Qualitative data on product validity
From the results of the resume of the learning device design expert validator and material expert validator above, the validity criteria of learning device design experts is 93.18, and the material expert validity criteria is 100, with a very valid validity level with recommendations that can be used without revision.

Thus, the development of learning tools based on the implementation of cultural education and character education in improving discipline in elementary schools is very valid or can be used without revision.

3.2 Product practicality
3.2.1 Quantitative data on product practicality
The practicality of the products in this study was determined by practitioners, namely class V teachers of SDN Sidorejo, Kenduruan District, Tuban. (Knowles et al., 2015), in his book writes that "trials in classroom learning practices mean that the lesson plans developed are used by compilers or teachers. Users certainly know or feel the level of applicability of BCO in the classroom. Whether or not learning tools are practical is determined by matching the assessment results of the practitioner teacher with the specified practicality criteria. If it is stated to be less practical, the criterion of practicality is determined. If it is declared less practical based on theory and input from practitioner teacher improvement, the learning tool can be improved so that the quality becomes better".

The practical results of practitioners are as follows:

No	Assessed aspects	Assessment Score			
		1	2	3	4
1	Teachers do not find it difficult to carry out learning using the developed learning tools				√
2	Teachers smoothly carry out learning using learning tools developed				√
3	The implementation of cultural education and character education can be used repeatedly by teachers and students.				√
4	Compatibility of time available in learning with the implementation of cultural education and karakte education				√
5	The implementation of cultural education and character education helps students understand information in the learning process.				√
6	The implementation of cultural education and character education can spur student creativity.				√
7	The implementation of cultural education and character education can enable students to build their own knowledge.				√
8	Compatibility of the implementation of cultural education and character education with the world of students who are learning.				√
9	Students fluently implement the implementation of cultural education and character education.			√	
10	The learning process implements the implementation of cultural education and character education in accordance with student activities.				√
11	Character education and cultural education are implemented in accordance with the curriculum.				√
12	The atmosphere of the learning process is conducive and pleasant.				√
13	Students are faster to implement character by implementing the implementation of cultural education and character education.				√
14	The implementation of cultural education and character education makes it easier for teachers to improve student character.			√	
15	The implementation of cultural education and character education applied can improve student discipline.				√
	Number of earned scores	58			
	Maximum score	60			
	Percentage	96,66%			

Questionnaire of Practical Results of Practicing Teachers
Information:
Score 1, if it is impractical or should not be used.
Score 2, if it is less practical, it is recommended not to be used because it needs major revisions
Score 3, if it is practical enough or usable but needs minor revisions
Score 4, if it is very practical or can be used without revision

The calculation of the results of practicality is as follows:
Pp=TSh/TSe x 100% Pp=58/60 x 100%=96,66
Information:

Pp: User practitioner
TSh: Total maximum expected score
TSe: Total empirical score (assessment results from practitioner teachers)
Resume of practical results

No	Practitioners		Criteria of practicality	Level of practicality	Recommendations
1	Class teacher	V	96,66	Very practical	Can be used without revision

3.2.2 Qualitative data on product practicality

From the results of the practitioner's resume above, the practicality criterion is 96.66, with a very practical level of practicality with recommendations that can be used without revision. Thus, the development of learning tools based on the implementation of cultural education and character education in improving discipline in elementary schools is very practical or can be used without revision.

3.3 Product effectiveness
3.3.1 Quantitative data on product effectiveness

The effectiveness of the products in this study was determined by grade V teachers of SDN Sidorejo, Kenduruan, Tuban, using attitude assessment.

Ministry of National Education Research Agency for Curriculum Center Development (2010: 23) Writes, from observations, anecdotal notes, assignments, reports, and so on, teachers can provide conclusions or considerations about the achievement of an indicator or even a value. The conclusion or consideration can be expressed in a qualitative statement as follows:

BT: Not yet visible (if learners have not shown early signs of behavior stated in the indicators).
MT: Starting to Appear (when students have begun to show early signs of behavior expressed in indicators but not yet consistent).
MB: Start to develop (if students have shown various signs of behavior expressed in indicators and begin to be consistent).
MK: Cultured (if students continue to show the behavior expressed in the indicators consistently).

The qualitative statement above can be used when the teacher assesses each learning activity so that the teacher obtains a profile of students in one semester about related values (honest, hard work, caring, smart, and so on). Teachers can also use BT, MT, MB or MK in report cards.

Based on the book, the researcher conducted an attitude assessment at the time of the study. Then, the assessment is compared with the results of the attitude assessment before the research is held. That is, researchers compared the results of attitude assessment before the development of learning tools based on the implementation of cultural education and character education in improving discipline with after the development of learning tools based on the implementation of cultural education and character education in improving discipline. The results of the comparison of attitude assessments of 10 students are as follows:

Resume assessment of student attitudes before the development of learning tools based on the implementation of cultural education and character education.

Resume assessment of student attitudes after the development of learning tools based on the implementation of cultural education and character education.

No	Days	Assessed attitude				
		Religius	Independent	Responsibility	Curiosity	Discipline
1	Monday	MB	MB	MB	MB	MB
2	Tuesday	MB	MB	MB	MB	MB
3	Wednesday	MK	MK	MK	MB	MK
4	Thursday	MK	MK	MK	MK	MK
5	Friday	MK	MK	(Ctrl) ▾	MK	MK
	Average	MK	MK	MK	MB	MK

Table 4.15 Resume effectiveness

3.3.2 Qualitative data on product effectiveness

From the results of the attitude assessment resume above, it can be seen that the results of the attitude assessment before the development are, religious attitude is MB (starting to develop), independent attitude is MT (starting to be seen), responsibility attitude is MT (starting to be seen), curiosity attitude is MT (starting to be seen), and discipline attitude is MB (starting to develop). While the results of the attitude assessment after development, namely, religious attitude is MK (culture), independent attitude is MK (culture), responsibility attitude is MK (culture), curiosity attitude MB (starting to develop), and discipline attitude is MK (culture). From the explanation above, the results of the attitude assessment after development increased by obtaining the highest level qualitative average score, namely MK (cultured).

Thus, the development of learning tools based on the implementation of cultural education and character education in improving discipline in elementary schools is very effective.

No	Assessment (development)	Assessed attitude				
		Religius	Independent	Responsibility	Curiosity	Discipline
1	Before	MB	MT	MT	MT	MB
2	After	MK	MK	MK	MB	MK

4. Conclusion

Based on the final results of research and discussion of the development of learning tools based on the implementation of cultural education and character education in improving discipline in elementary schools, it can be concluded that the development of learning tools based on the implementation of cultural education and character education is very valid, very practical and very effective in improving discipline in elementary schools.

References:
[1] Berkowitz, M. W. (2002). The Science of Character. *Hoover Press*, 43–63.
[2] Berkowitz, W. (2021). PRIMED for Character Education: Six Design Principles for School Improvement. *Rouledge*.
[3] Branch, R. M. (2009). Instructional Design: The ADDIE Approach. In *Department of Educational Psychology and Instructional Technology University of Georgia* (Vol. 53, Issue 9).
[4] Chu, S. K. W., B, R. R. J. N. T., & Lee, M. N. C. W. Y. (2017). *21st Century Learning*. https://doi.org/10.4018/978-1-7998-4102-9.ch002
[5] Creswell, J. W. (2014). *Research Design*.
[6] Ellis, A. K., & Bond, J. B. (2018). *"Direct Instruction," in Research on Educational Innovations*.
[7] Gander, F., Wagner, L., Amann, L., & Ruch, W. (2022). What are character strengths good for? A daily diary study on character strengths enactment. *The Journal of Positive Psychology*, *17*(5), 718–728. https://doi.org/10.1080/17439760.2021.1926532
[8] Jones, T. (2018). International intangible cultural heritage policy in the neighbourhood: an assessment and case study of Indonesia. *Journal of Cultural Geography*, *35*(3), 362–387. https://doi.org/10.1080/08873631.2018.1429351
[9] Klinger, D. A., Deluca, C., & Miller, T. (2008). CHARACTER EDUCATION RE-CONCEPTUALIZED FOR PRACTICAL IMPLEMENTATION. *Canadian Journal of Educational Administration and Policy*, *76*, 1–34.
[10] Knowles, M., S., H. I., F., E., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource*

development (8th ed.). Routledge.

[11] Koumadoraki, A. (2023). *How to Create a Course Outline [With Templates]*. https://www.learnworlds.com/online-course-outlines/

[12] Lickona, T. (1996). Eleven Principles of Effective Character Education. *Journal of Moral Education*, *25*(1), 93–100. https://doi.org/10.1080/0305724960250110

[13] Paolini, A. (2015). Enhancing Teaching Effectiveness and Student Learning Outcomes. *The Journal of Effective Teaching*, *15*(1), 20–33.

[14] Revell, L., & Arthur, J. (2007). Character education in schools and the education of teachers. *Journal of Moral Education*, *36*(1), 79–92. https://doi.org/10.1080/03057240701194738

[15] Schaub, K., Caragnano, G., Britzke, B., & Bruder, R. (2013). The European Assembly Worksheet. *Theoretical Issues in Ergonomics Science*, *14*(6), 616–639. https://doi.org/10.1080/1463922X.2012.678283

[16] Suprayitno, A., & Wahyudi, W. (2020). Pendidikan Karakter di Era Milenial. *Deepublish*. https://books.google.co.id/books?hl=id&lr=&id=tzPwDwAAQBAJ&oi=fnd&pg=PP1&dq=Adi+Suprayitno+2020&ots=d-BCAtDI4E&sig=HGrqLTmnTVJVAfCbXwrXVCaiU2E&redir_esc=y#v=onepage&q=Adi Suprayitno 2020&f=false

[17] Szudarski, P. (2017). Corpus Linguistics for Vocabulary: A Guide for Research. In *Corpus Linguistics for Vocabulary: A Guide for Research*. https://doi.org/10.4324/9781315107769