

Development of a Local Wisdom-Based Social Studies Module to Foster Character Education among Junior High School Students in East Lombok

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Abstract: This study aims to develop, validate, and examine the effectiveness of a local wisdom-based Social Studies (IPS) teaching module in fostering character education among junior high school students. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The participants included eighth-grade students of SMP Negeri 1 Terara, East Lombok. The results indicate that the developed module is valid, practical, and effective. The expert validation results show high validity, with scores of 91.6% for content, 75% for media, and 77.77% for language, resulting in an overall average of 81.46% (very valid category). The practicality test reveals a user response score of 88.9%, categorized as very good, indicating that the module is easy to use and engaging in classroom learning. Furthermore, the effectiveness test demonstrates a significant improvement in students' character education, as indicated by an N-Gain score of 0.54 (moderate category). The paired-sample t-test shows a statistically significant difference between pretest and posttest scores ($p < 0.05$), while the effect size (Cohen's $d = 0.76$) indicates a moderate to high impact of the intervention. The novelty of this study lies in the systematic integration of Sasak local wisdom values into a structured Social Studies module using the ADDIE model, supported by empirical validation of its effectiveness. This study contributes to the development of culturally responsive instructional materials that enhance character education through contextually relevant learning.

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Introduction

Education plays a fundamental and transformative role in shaping individuals' cognitive, affective, and moral development. In the context of the 21st century, education is no longer limited to the transfer of knowledge but extends to the formation of character, values, and social responsibility. The increasing challenges of globalization, technological advancement, and cultural shifts have led to concerns regarding moral degradation, declining empathy, and weakening cultural identity among younger generations. These phenomena highlight the

urgency of strengthening character education as an integral component of the educational system.

In Indonesia, the importance of character education is formally emphasized in Law No. 20 of 2003 on the National Education System, which states that education aims to develop students' potential to become individuals who are faithful, knowledgeable, creative, independent, and responsible citizens. However, despite policy support, the implementation of character education in schools often remains superficial and less effective. Many instructional practices still focus heavily on cognitive achievement, while affective and moral dimensions receive limited attention. This imbalance suggests the need for innovative approaches that integrate character values into meaningful learning experiences.

Recent studies have highlighted the importance of culturally responsive pedagogy in addressing this issue. According to Geneva Gay (2023), culturally responsive teaching emphasizes the integration of students' cultural backgrounds into the learning process to enhance engagement and understanding. Similarly, Gloria Ladson-Billings (2022) argues that learning becomes more meaningful when it is connected to students' cultural identities and lived experiences. These perspectives suggest that integrating local culture into educational practices can serve as a powerful strategy to foster both academic and character development.

One form of culturally responsive education that is highly relevant in the Indonesian context is the integration of local wisdom (*kearifan lokal*). Local wisdom refers to a set of values, knowledge, and practices that are deeply rooted in the traditions and cultural heritage of a community. These values often include cooperation, mutual respect, environmental awareness, and social responsibility, which align closely with the goals of character education. Empirical studies have shown that incorporating local wisdom into learning can enhance students' moral awareness and social sensitivity, as well as strengthen their cultural identity (Suyatno et al., 2022; Rahmawati et al., 2023).

Despite the growing recognition of its importance, the integration of local wisdom into formal education remains limited, particularly in instructional materials. Many teachers rely on standardized textbooks that are often detached from students' cultural contexts, resulting in less meaningful learning experiences. This issue is especially evident in Social Studies (IPS), a subject that inherently aims to develop students' social awareness, citizenship, and moral values. Without contextualization, Social Studies learning risks becoming abstract and less impactful in fostering students' character.

In the context of East Lombok Regency, the Sasak community possesses rich local wisdom that reflects strong moral and cultural values. Traditions such as *begawe* (collective work), respect for elders, and communal harmony embody principles that are highly relevant to character education. However, preliminary observations conducted at SMP Negeri 1 Terara indicate that these local values have not been systematically integrated into classroom learning. Existing teaching materials rarely incorporate local cultural elements, and as a result, opportunities to contextualize learning and strengthen character education are not fully utilized.

Previous studies have explored the development of instructional materials and the integration of character education; however, several limitations can be identified. First, many studies focus on general character education without explicitly incorporating local cultural values. Second, research on local wisdom integration often lacks a structured instructional

design model. Third, there is limited empirical evidence on the effectiveness of such integration in improving students' character outcomes using quantitative measures. These limitations indicate a clear research gap in developing and validating culturally grounded instructional modules using a systematic approach.

To address this gap, this study proposes the development of a Social Studies teaching module based on local wisdom values using the ADDIE instructional design model. The ADDIE model was selected due to its systematic and iterative nature, which ensures that the developed product meets pedagogical standards and learner needs. By integrating local wisdom into a structured learning module, this study aims to provide a practical and effective solution for enhancing character education in schools.

Based on the identified research gap, the research questions are formulated as follows: 1) How is the process of developing a local wisdom-based Social Studies teaching module using the ADDIE model? 2) How valid and practical is the developed module according to expert and user evaluations? 3. How effective is the module in improving students' character education outcomes?

This study is grounded in constructivist learning theory and socio-cultural theory. Constructivism posits that learners actively construct knowledge through meaningful experiences, while socio-cultural theory emphasizes the role of social interaction and cultural context in learning. The integration of local wisdom into instructional materials aligns with these theoretical perspectives by providing authentic learning experiences that connect academic content with students' cultural realities.

The novelty of this research lies in the integration of Sasak local wisdom values into a systematically developed Social Studies module using the ADDIE model, combined with empirical testing of its validity, practicality, and effectiveness. Unlike previous studies that tend to be conceptual or descriptive, this research provides a comprehensive development and evaluation process supported by quantitative and qualitative data.

Therefore, this study is expected to contribute both theoretically and practically. Theoretically, it enriches the discourse on culturally responsive pedagogy and character education. Practically, it provides an innovative instructional product that can be used by teachers to enhance character education in a meaningful and contextually relevant manner. Ultimately, this research supports the broader goal of preserving local culture while preparing students to face global challenges with strong moral foundations.

Research Method

This study employed a Research and Development (R&D) design aimed at producing a valid, practical, and effective instructional product in the form of a local wisdom-based Social Studies (IPS) teaching module to foster students' character education. The development process followed the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The analysis stage involved a preliminary study conducted through classroom observations, interviews with teachers, and document analysis of existing instructional materials at SMP Negeri 1 Terara, East Lombok, to identify learning needs and gaps in integrating local wisdom into Social Studies learning.

The design stage focused on formulating learning objectives, module structure, and instructional strategies aligned with the national curriculum and the characteristics of junior high school students. In the development stage, a prototype of the teaching module was produced along with supporting research instruments, including expert validation sheets, observation checklists, student response questionnaires, and a character assessment rubric based on a Likert scale ranging from 1 to 5. The validation process involved three expert validators consisting of a content expert, a media expert, and a language expert to ensure the validity of the developed product in terms of content accuracy, instructional design, and linguistic clarity.

The implementation stage was carried out through limited and wider field trials involving two Social Studies teachers and eighth-grade students of SMP Negeri 1 Terara. The small-group trial involved 10 students, while the larger field test involved 30 students. The purpose of this stage was to evaluate the practicality and usability of the module in real classroom settings, including students' engagement, clarity of instructions, and overall learning experience.

Data were collected using both quantitative and qualitative techniques. Quantitative data were obtained from expert validation scores, student response questionnaires, and pretest–posttest results measuring students' character development. Instrument reliability was tested using Cronbach's Alpha, resulting in a coefficient of 0.87, which indicates high reliability. Data analysis was conducted using descriptive and inferential statistics, including the N-Gain Score to measure the improvement of students' learning outcomes, paired-sample t-test to determine the statistical significance of differences between pretest and posttest scores ($p < 0.05$), and effect size analysis using Cohen's d to determine the magnitude of the intervention effect.

The evaluation stage was conducted comprehensively to assess the validity, practicality, and effectiveness of the developed module. The N-Gain Score was calculated using the formula $g = \frac{\text{posttest} - \text{pretest}}{\text{maximumscore} - \text{pretest}}$, and categorized into high ($g \geq 0.70$), medium ($0.30 \leq g < 0.70$), and low ($g < 0.30$) levels based on established criteria. In addition, ethical considerations were carefully addressed by obtaining formal permission from the school and ensuring that all participants were informed about the purpose of the study and voluntarily agreed to participate. Through this systematic procedure, the study produced a pedagogically sound and culturally responsive instructional module that integrates local wisdom values to strengthen character education among junior high school students.

Result

The results of this study are presented based on three main aspects: validity, practicality, and effectiveness of the developed local wisdom-based Social Studies (IPS) teaching module.

1. Validity of the Teaching Module

The validity of the developed module was evaluated by three expert validators, including a content expert, a media expert, and a language expert. The results of the expert validation are presented in Table 1.

Table 1. Expert Validation Results

Aspek Validasi	Skor (%)	Kategori
Ahli Materi	91.6%	Sangat Valid
Ahli Media	75%	Valid
Ahli Bahasa	77.77%	Valid
Rata-rata	81.46%	Sangat Valid

Based on Table 1, the average validation score reached 81.46%, which falls into the “very valid” category. This indicates that the developed module is appropriate in terms of content, media design, and language use, and is suitable for implementation in classroom learning.

2. Practicality of the Teaching Module

The practicality of the module was assessed through user responses involving teachers and students. The results are summarized in Table 2.

Table 2. Practicality Test Results

Responden	Skor Maksimal	Skor Diperoleh	Persentase	Kategori
Guru & Siswa	1728	1536	88.9%	Sangat Baik

As shown in Table 2, the practicality level reached 88.9%, categorized as “very good.” This indicates that the module is easy to use, engaging, and effective in supporting the learning process.

3. Effectiveness of the Teaching Module

The effectiveness of the module was measured using pretest and posttest scores to determine improvements in students’ character education. The results are presented in Table 3.

Table 3. Effectiveness Test Results

Variabel	Mean	Keterangan
Pretest	62.40	Sebelum perlakuan
Posttest	82.75	Setelah perlakuan
N-Gain	0.54	Sedang
Sig. (p-value)	0.000	Signifikan
Cohen’s d	0.76	Sedang–Tinggi

Based on Table 3, the average score increased from 62.40 (pretest) to 82.75 (posttest). The N-Gain score of 0.54 indicates a moderate improvement. The paired-sample t-test result ($p < 0.05$) shows a statistically significant difference, while the effect size (Cohen’s $d = 0.76$) indicates a moderate to high impact of the intervention.

4. N-Gain Interpretation

To interpret the effectiveness level, the N-Gain criteria are presented in Table 4.

Table 4. N-Gain Criteria

Nilai N-Gain	Kategori
$g \geq 0.70$	Tinggi
$0.30 \leq g < 0.70$	Sedang
$g < 0.30$	Rendah

Based on these criteria, the obtained N-Gain score of 0.54 falls into the “medium” category, indicating that the module is sufficiently effective in improving students’ character education.

Discussion

The findings of this study demonstrate that the developed local wisdom-based Social Studies module is valid, practical, and effective in fostering students’ character education. These results confirm that integrating cultural values into instructional materials significantly enhances both cognitive and affective learning outcomes.

From a theoretical perspective, the effectiveness of the module can be explained through constructivist learning theory, which emphasizes that learners actively construct knowledge through meaningful and contextual experiences. The integration of local wisdom values, such as cooperation (*gotong royong*), responsibility, and respect, provides authentic learning contexts that enable students to connect abstract concepts with real-life experiences. This finding is consistent with the argument of Jean Piaget that learning becomes more meaningful when learners actively engage with their environment.

Furthermore, the findings align with socio-cultural learning theory proposed by Lev Vygotsky, which highlights the importance of social interaction and cultural context in shaping cognitive and moral development. The use of Sasak local wisdom in this study functions as a cultural tool that mediates students’ understanding of moral values, thereby strengthening character formation through socially embedded learning processes.

Empirically, the results of this study are in line with recent research. Studies by Suyatno et al. (2022) and Rahmawati et al. (2023) indicate that integrating local wisdom into learning can improve students’ moral awareness and social responsibility. Similarly, research on culturally responsive pedagogy by Geneva Gay (2023) and Gloria Ladson-Billings (2022) confirms that learning becomes more effective when it is culturally relevant to students’ lived experiences.

The moderate N-Gain score (0.54) obtained in this study indicates that the module has a meaningful impact on students’ character development, although not yet optimal. This suggests that while the integration of local wisdom is effective, further refinement of instructional strategies and longer implementation periods may yield higher learning gains. The significant t-test result ($p < 0.05$) and moderate-to-high effect size (Cohen’s $d = 0.76$) further strengthen the conclusion that the developed module has a statistically and practically significant impact.

In addition, the high practicality score (88.9%) reflects that the module is well-received by both teachers and students. This indicates that culturally grounded instructional materials not only enhance learning outcomes but also improve engagement and motivation. Students tend to be more interested in learning when the content reflects their cultural identity and daily experiences.

However, this study has several limitations. First, the sample size was limited to one school, which may restrict the generalizability of the findings. Second, the study focused on short-term implementation, which may not fully capture long-term character development. Third, the measurement of character was based on observable indicators, which may not fully represent internalized values. Therefore, future research is recommended to involve larger samples, longitudinal designs, and more comprehensive assessment instruments.

Conclusion

This study concludes that the developed local wisdom-based Social Studies module is valid, practical, and effective in fostering students' character education. The integration of Sasak cultural values into instructional materials enhances students' moral understanding, engagement, and social awareness. The findings contribute to the development of culturally responsive education by demonstrating that local wisdom can be systematically integrated into formal learning through a structured instructional design model. This study also provides empirical evidence that culturally grounded learning materials can improve both cognitive and affective learning outcomes.

Recommendation

Based on the findings of this study, several recommendations are proposed. First, teachers are encouraged to integrate local wisdom values into classroom learning to enhance the relevance and effectiveness of character education. Second, schools should support the development and implementation of culturally responsive instructional materials as part of curriculum innovation. Third, future researchers are recommended to expand this study by involving larger and more diverse samples, applying longitudinal research designs, and exploring the integration of local wisdom in other subject areas. Finally, policymakers are encouraged to incorporate local wisdom-based learning into national education strategies to strengthen cultural identity and character education.

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