

## Development of a moral education module for elementary school students phase b

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### Abstract

*This research was prompted by the gap between character education goals and the actual practice of students' morals, alongside the limited availability of structured teaching materials on the theme of akhlak towards oneself for elementary students. Therefore, this study aims to develop and evaluate the feasibility of a student-centered learning module designed to address this need. Using a Research and Development (R&D) approach adapting the 4D model, this study was conducted up to the Develop stage. The process involved validation by material, media, and language experts, followed by a limited trial with eight fourth-grade students. The result is a printed module titled 'Akhlak Hebat, Diriku Terawat,' designed holistically across five learning units with a consistent pedagogical flow. Feasibility test results showed that the module obtained an average percentage of 86.6% from expert validation, categorized as 'Very Feasible,' and received a 100% positive response from students, confirming its attractiveness and comprehensibility. This study concludes that the developed module is highly valid and feasible, offering a practical and effective supporting medium to instill the values of akhlak towards oneself in elementary school.*

**Keywords:** Personal Ethics; Learning Module; Character Education

### Abstrak

Penelitian ini dilatarbelakangi oleh kesenjangan antara tujuan pendidikan karakter dengan praktik akhlak siswa di sekolah dasar, serta terbatasnya bahan ajar terstruktur mengenai tema akhlak terhadap diri sendiri. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan dan menguji tingkat kelayakan sebuah modul pembelajaran yang dirancang untuk menjawab kebutuhan tersebut. Menggunakan metode Penelitian dan Pengembangan (R&D) dengan adaptasi model 4D yang dibatasi hingga tahap Develop, penelitian ini melibatkan validasi dari para ahli (materi, media, bahasa) dan uji coba terbatas pada delapan siswa kelas IV. Hasil penelitian ini adalah sebuah produk modul cetak berjudul 'Akhlak Hebat, Diriku Terawat' yang dirancang secara holistik dalam lima unit pembelajaran dengan alur pedagogis yang konsisten dan berpusat pada siswa. Hasil uji kelayakan menunjukkan bahwa modul ini memperoleh persentase rata-rata sebesar 86,6% dari validasi ahli dengan kategori 'Sangat Layak', serta mendapat 100% respons positif dari siswa yang mengonfirmasi kemenarikan dan kemudahan pemahamannya. Berdasarkan temuan tersebut, disimpulkan bahwa modul yang dikembangkan sangat valid dan layak digunakan sebagai media

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pendukung pembelajaran untuk menanamkan nilai-nilai akhlak terhadap diri sendiri di Sekolah Dasar.

**Kata kunci:** Akhlak Pribadi; Modul Pembelajaran; Pendidikan Karakter

## Introduction

Education is a "conscious and planned effort" that fundamentally aims to form a noble personality or morality, in line with the functions and objectives of Indonesian national education (Law No. 20 of 2003). This concept implies that the educational process must be holistic, not only transferring knowledge, but also actively shaping the character and potential of students (Arifin, 2021). However, the reality on the ground shows that there is a worrying gap between the idealism of the curriculum and the moral practices of the younger generation. Assorted studies highlight the existence of a "moral crisis" which is manifested in phenomena such as the increase in promiscuity, the prevalence of violence, the habit of cheating, and student brawls (Umayah & Ningsih, 2016; Fawwaz, 2019). This condition indicates that the process of internalizing moral values in the education system has often not achieved optimal results and requires innovative and structured interventions.

One of the crucial dimensions of morality that is often underemphasized in learning is morality towards oneself. This concept is the initial foundation, where a person has an obligation to be fair to himself as a mandate from Allah SWT, which includes guarding everything that can be harmful, both physically and psychologically (Suryani & Sakban, 2022). How a person treats himself will be reflected in the way he interacts with others and his Creator (Fratama & Waharjani, 2023). The cultivation of these values is very strategic at the elementary school level. According to Piaget's theory of cognitive development, children in the age range of 8-10 years are in a concrete operational stage, where they begin to be able to think logically but are still attached to real things and can be observed directly (Santrock, 2017; Saribun, 2024). This period is a "golden period" to instill practical understanding and moral habits because character education during this period can optimize self-development which will affect children's attitudes in the future (Rahayu et al., 2023).

The gap between ideal conditions and the reality in the field was also confirmed through a preliminary study conducted at SDN Pondok Rumput, Bogor. The results of participatory observation found that even though students cognitively know some moral teachings, their practice in daily life still needs to be improved. It found a phenomenon in which some students exhibited behaviors that reflected a lack of moral practices towards oneself, such as "neglecting personal hygiene such as long nails or unkempt hair; the habit of

snacking carelessly that has the potential to interfere with health; and lack of awareness in applying modest dress manners" (Rambe, 2025). This anxiety is also felt by PAI teachers, where the main challenge is how to teach moral education so that it is not just theoretical knowledge, but completely internalized (Ubaidah et al., 2024). This is reinforced by the finding that moral learning is often not effective because its implementation tends to be theoretical and lacks a strong effort to instill value in students, so that ideal results that should be manifested in the form of comprehensive behavior change are difficult to achieve (Muttaqin et al., 2023). One of the main causes is the limitation of PAI teaching materials that are textual in nature and do not actively involve students (Anggreani & Ali, 2024; Sulhan, 2022).

Numerous studies have affirmed the urgency and challenges in moral education. Studies by Leni & Murniyett (2022) and Asrini, Mas'ud, and Fathani (2022) that highlight moral problems among adolescents indirectly affirm the need for interventions that start at an early age. On the other hand, research by Saribun (2024) and Umayah & Ningsih (2016) strengthens the justification that moral creed education does have a significant positive role and contribution in the formation of students' character at the primary and secondary levels. Recognizing the challenges in delivering materials, several researchers have innovated in developing more interesting learning media. Anggreani, Asiyah, and Alimni (2022), for example, succeeded in developing cartoon video media to instill commendable morals, while Azkia (2024) developed a flipbook-based digital PAI module on faith materials. These studies collectively show that teaching material innovations that are more interactive and in line with students' interests are highly recommended to make the process of internalizing grades more meaningful (Anggreani, Asiyah, & Alimni, 2022).

Although these studies make a valuable contribution by demonstrating the effectiveness of engaging and interactive media, an in-depth literature search finds a significant *research gap*. Until now, there has been no development research that specifically produces products in the form of interactive print modules, with topics focused on moral education about oneself, and is systematically designed to answer the needs of elementary school students in grades 3 and 4. Existing research tends to focus on the adolescent level, the more general theme of PAI, or the development of digital-based media, thus leaving a gap for physical teaching materials that are structured, applicative, and can reduce distractions from gadgets.

To fill these gaps and offer practical solutions to the problems that have been described, this research was conducted. This article aims to comprehensively explain the development process and feasibility test results of a learning module

entitled "Akhlaq Hebat Diriku Terawat". The development of this module is carried out through *the Research and Development (R&D)* methodology by adapting the 4D model, which is expected to be a valid, practical, and effective pedagogical solution for teachers in instilling moral values in themselves in a more enjoyable way at the elementary school level.

## Research Methods

This research uses the research and development (R&D) method which aims to produce and evaluate the feasibility of an educational product. The adapted development model is a 4D model which consists of four stages: *Define*, *Design*, *Develop*, and *Disseminate*. In accordance with the limitations of the research, the implementation of this model is only conducted until the third stage, namely *Develop*, to produce a final product that has been evaluated for feasibility.

The research procedure begins with the *Define stage*, which is conducting a needs analysis through interviews with teachers, analysis of the PAI Phase B curriculum, and analysis of the concept of moral material on oneself. The results of the analysis became the basis for *the Design stage*, which included designing the conceptual and physical framework of the module, visual design, and the preparation of a feasibility assessment instrument. The final stage is *Develop*, where the prototype of the module that has been produced is then validated by experts, revised based on input (Revision I), evaluated on a limited basis, and refined back into the final product (Revision II).

The subjects of this study were selected by *purposive sampling* and consisted of two groups. The first group is expert validators consisting of one expert in Islamic Religious Education (PAI) material, one learning media expert, and one linguist. The second group is the target user for the limited trial, namely eight fourth grade students at SDN Pondok Rumput, Bogor. Product feasibility data was collected through a closed questionnaire using a 4-point Likert Scale (4 = Very Appropriate, 1 = Very Not Appropriate), as well as qualitative input in the form of suggestions and comments. Quantitative data were analyzed using descriptive statistical techniques with the following percentage formula.

$$Percentage = \frac{Points\ Scored}{Ideal\ Score} \times 100\%$$

The formula is used to determine the product eligibility category, while qualitative data is used as the basis for product revisions.

## Results and Discussion

This research and development resulted in a printed learning module product that was validated and evaluated for feasibility. This section presents the research

findings which include the description of the final product, the results of the feasibility test by experts, and the response of students as users, followed by an interpretive discussion of the findings.

### **A. Research findings**

The final product produced from this study is a printed learning module entitled "Akhlak Hebat Diriku Terawat", which is designed specifically for students in grades 3-4 of Elementary School (Phase B) in the age range of 8-10 years. This module has physical specifications in the form of a 64-page A5-sized book. The choice of the A5 format is based on ergonomic considerations so that the modules are easy to carry and held by students, and do not seem intimidating like large textbooks, thus supporting the flexibility of use.



Source: Research Module Products

**Figure 1.** Module Cover "My Great Morals Are Maintained"

Conceptually, the main characteristic of this module lies in its holistic and systematic pedagogical approach. The content of the module is divided into three main sections: the introduction, the content, and the conclusion. The core part presents moral material for oneself which has been operationalized into five interrelated comprehensive learning units, namely: (1) Healthy and Strong Body; (2) Maintaining Honor and Self-Esteem; (3) Intelligent and Clear Mind; (4) A Calm Heart and a Pure Soul; and (5) Developing Self-Potential. This structure is designed to guide students from the most concrete (physical) to the most inner (self-development) aspects.

The main uniqueness of this module is the consistent implementation of a 10-page pedagogical flow in each of its units, designed to create a structured, interactive, and reflective learning experience. The flow includes the following rubrics: (1) Each unit begins with a clear presentation of Learning Outcomes (CP)

and Learning Objectives (TP), accompanied by stimulating questions to stimulate students' curiosity before entering the core material; (2) Narrative apperception stories presented by two guiding characters, "Saleh" and "Salihah", to contextualize the problem and show the relevance of the material to the students' daily lives; (3) The core material is given through the rubric of the Pearl of Knowledge which is supported by evidence, then enriched with Exemplary Stories that present inspirational stories from prophets or companions to provide great real examples; (4) To encourage active learning, this module is equipped with the Moral Sharpening rubric which contains applicative activities and Creative Pause which contains educational games, such as crossword puzzles or mazes; (5) Each unit ends with an evaluation through the Comprehension Test rubric and closes with the Self-Reflection rubric which explicitly encourages students to reflect and metacognize to make a commitment to self-improvement.

All content is presented with an attractive visual design, using a modern cartoon illustration style with a soft pastel color palette, as well as clearly legible typography to maintain the child's focus and interest in reading.

The feasibility of the modules is measured through two stages of formative evaluation: expert validation and limited trials. The initial prototype of the module was assessed by three competent experts in their fields, namely Dr. Ibdalsyah, M.A. as a material expert, Dr. Andestend, M.Pd. as a linguist, and Dr. Widyasari, M.Pd. as a media expert. The results of the quantitative assessment from the experts show that the developed modules are very feasible to use, as summarized in Table 1.

**Table 1.** Module Feasibility Test Results

No.	Validator	Introduce yourself	Categories
1	Material Expert	92.8%	Highly Worth It
2	Linguist	75%	Worthy
3	Media Member	92%	Highly Worth It
	Average	86.6%	Highly Worth It

Source: Primary data of the study

Overall, the product earned an average eligibility percentage of 86.6% ("Very Worthy"). Assessments from subject matter experts (92.8%) confirm that the suitability of the content with Islamic values, the accuracy of the material, and the relevance of the evidence have been exceptionally good. Likewise, the assessment from media experts (92%) indicates that the visual design, layout, and interactivity aspects are interesting and suitable for the target students. A "Decent" score from linguists (75%) indicates that the module is linguistically usable but identifies room for improvement in the effectiveness of sentence

structure and consistency of flow between paragraphs, which is a justification for revising.

In addition to quantitative data, qualitative input from experts is the main basis for the implementation of Product Revision I. Some of the most significant suggestions for improvement include: (1) suggestions from subject matter experts to add "inspirational stories from prophets or companions" to strengthen the content, which is followed up by adding the "Exemplary Stories" rubric in each unit; (2) suggestions from linguists and the media to complement each unit with CP/TP presentations and "trigger questions" to optimize the pedagogical process; and (3) suggestions for improving the completeness of the module such as detailing the Table of Contents and adding the Answer Key. The implementation of these suggestions changed the structure of each unit from eight pages to a more comprehensive ten pages.

After being revised, the product was then evaluated on a limited basis to eight grade IV students. Student response data collected through the questionnaire showed an exceedingly high acceptance rate. All aspects assessed including visual appearance, text readability, story attractiveness, material clarity, and fun activities received 100% response in the highest category ("Very Interesting/Easy"). The qualitative feedback was also positive, where students consistently expressed their preference for the "Saleh and Salihah" characters as well as the game activities in the "Creative Break" rubric. Some students also provided constructive suggestions for future development, such as the addition of gamification elements in the form of award stickers and the extension of narrative content. All these findings confirm that from the end-user's point of view, the module is very well received, engaging, easy to read, and fun to use in the learning process.

## **B. Discussion**

The research findings that show that the module "Akhlaq Hebat, Diriku Terawat" are very feasible to use are the result of a systematic development process and based on real needs in the field. The average feasibility rate of 86.6% of the experts and the 100% positive response from the students are not just numbers, but an empirical confirmation that the chosen design approach has succeeded in bridging the gap between the goals of moral education and the psychological characteristics of elementary school students. This discussion will interpret these successes by analyzing the suitability of the module design for cognitive development theory, its contribution in filling research gaps, and the practical implications and limitations that come with it.

The success of this module in being well received by students is fundamentally rooted in its design that consciously adopts learning principles that are appropriate to the child's stage of cognitive development. According to Piaget's theory, students in the age range of 8-10 years are at a concrete operational stage, where they think logically but are still extremely attached to objects or events that can be directly observed. They have difficulty in understanding concepts that are completely abstract when presented theoretically. This module directly answers these challenges. Noble concepts such as 'gratitude', 'patience', and 'iffah' are not explained through rigid definitions but rather translated into concrete formats: apperception stories with the characters "Saleh and Salihah", attractive visual illustrations, and applicative activities such as filling out hygiene checklists or sorting out good and bad deeds. This narrative and visual approach has proven effective, as confirmed by student feedback highlighting their preference for stories and images. This confirms that to instill value, PAI teaching materials must move beyond the dominance of texts often found in conventional teaching materials and move to a more interactive and relevant approach to the child's world.

Furthermore, this research makes a clear contribution by filling the gaps identified in the moral education research landscape in Indonesia. A search of early literature shows that most of the existing research tends to focus on the analysis of moral problems at the adolescent level (junior high school/high school), theoretical studies, or the development of digital media. It was found that there is a scarcity of development research that specifically produces products in the form of interactive print modules, with topics focused on moral education towards oneself, and designed specifically for the needs of elementary school students in grades 3 and 4. By producing validated products, this research directly answers these needs. The choice to develop a print module was also a strategic decision to address challenges identified by other studies, such as the distraction constraints of gadgets in home learning. The module's success in eliciting a positive response also reinforces previous findings that emphasized the importance of using engaging media to instill moral values, but by offering solutions in a different format and staying relevant.

The implications of these findings are practical and significant for stakeholders in the world of education. For PAI teachers, this module can serve as a catalyst for active learning, not just reading material. Interactive rubrics such as "Sharpen Your Morals" and "Self-Reflection" provide concrete tools for teachers to facilitate discussions, behavioral habituation, and personal reflection of students, so that learning does not stop at the cognitive realm. For other teaching material developers, a consistent and proven 10-page pedagogical flow

can be adopted as a model or blueprint for designing modules on other PAI topics. The success of this model shows that a structure that combines orientation (CP/TP & lighter), contextualization (story), presentation of material (core & exemplary story), practice (activity), and reflection (muhasabah) is an effective formula for value learning at the elementary level.

However, as a development research product, this module has several advantages and limitations that need to be recognized transparently. Its main advantages lie in three aspects: (1) content that focuses and is comprehensive on specific themes of morality towards oneself; (2) a structured, interactive, and reflective pedagogical approach; and (3) visual designs that are attractive and in accordance with child psychology, which have proven to be very popular with students. However, this research has limitations. First, the scope of testing of these products is limited to a feasibility test (validity and practicality), not an effectiveness test. This research has proven that this module is feasible to use but has not quantitatively measured how much impact it has on changing students' moral behavior in the long term. Second, the trial subjects involved are still on a limited scale (eight students) and are only conducted in one school. Therefore, the results of a highly positive student response cannot be generalized to the broader population without further testing. These limitations can be recommendations and foundations for future research.

The results of this study show that the development of *the module "Akhlaq Hebat Diri Terawat"* not only successfully answered the need for interactive and contextual teaching materials but also strengthened the findings of previous research. These findings are in line with the studies of Leni and Murniyett (2022) and Asrini, Mas'ud, and Fathani (2022) which affirm the existence of moral problems in students, so moral education interventions need to be conducted from an early age. In addition, the results of this study also confirm the views of Saribun (2024) and Umayah and Ningsih (2016) that moral faith education has a significant contribution to the formation of students' character, especially at the elementary level. In the context of learning innovation, this study expands on the findings of Anggreani, Asiyah, and Alimni (2022) and Azkia (2024) which emphasize the importance of using interactive media in moral learning. If the previous research focused more on digital media such as video cartoons and flipbooks, then this study presents an alternative in the form of narrative-based print modules that remain interactive and in accordance with the characteristics of students in the concrete operational stage. There was no contradiction with previous research, but there were a strengthening and development of approaches, especially in the aspect of pedagogical design that integrates moral content with interesting and applicable learning strategies. Thus, this research

provides a new contribution in the form of a character-based teaching material model that is not only academically valid, but also effective in supporting the internalization of moral values in elementary school students.

## Conclusion

This research departs from the identification of a gap between the noble goals of moral education and the limited availability of interactive and student-centered teaching materials at the elementary school level. Answering these challenges, this research has succeeded in developing and validating a practical pedagogical solution in the form of a learning module "Akhlak Hebat Diri Terawat". Through the systematic application of *Research and Development (R&D)* methodologies, the module development process effectively translates the findings of a needs analysis that confirms the urgency of contextual teaching materials for students at the concrete operational stage into a tested product. The result of this research is a module that is not only materially comprehensive, covering the five fundamental dimensions of morality towards oneself, but also pedagogically excels through a consistent flow of material, a character-based narrative approach, and an attractive visual design. The success of this design is empirically proven through the results of a comprehensive feasibility test. The acquisition of the feasibility score from the experts confirmed the validity of the product in terms of material, media, and language, while the positive response from students as end-users confirmed that the module was accepted, easy to understand, and enjoyable. Thus, it can be concluded that this module developed is a very valid and feasible product to be used as an effective supporting medium in instilling moral values in oneself, as well as filling the gap in the availability of teaching materials that have been in the field.

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