

Developing Infographic Teaching Materials for Introduction of Sapta Pesona-Based Character Value for Elementary School Students in the Bayah Dome Geopark Area, Lebak Regency

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Abstract: *This research targets geopark's two potentials in education and tourism by introducing and inculcating the Sapta Pesona character values using infographic teaching materials. Infographic book media is deemed a medium appropriate to the concrete thinking stages of elementary school students, which displays information visualization in an interesting and structured way. Therefore, this study intends to develop an infographic book introducing geopark and instilling Sapta Pesona character values for elementary school students, implemented in the local content curriculum in several elementary schools closest to the Bayah Dome Geopark area. Through research and development (R&D) methods with three main stages: (1) preliminary study stage, (2) design and development stage, and (3) product testing stage, this research produced an infographic book product to recognize the potential of geoparks and their character values that can be used as supplementary media for elementary school local content. The results of this study are expected to be an alternative introduction to the potential of geopark as a medium of learning and instilling character values targeting elementary school-age students. In addition, this research is a follow-up to the Lebak Regency MoU with UPI Serang Campus to optimize UPI's role in contributing to the sustainable development goals of potential areas in Indonesia. The development of Sapta Pesona-based infographic teaching materials in the Bayah Dome Geopark area, Lebak Regency, could be carried out properly; likewise, the teaching materials created could be adequately implemented. Many students in the Bayah Dome Geopark area of Lebak Regency were interested in teaching materials with pictures in infographics, where not-too-much reading and visualized through pictures made this 'Asyiknya Bayahku' teaching material book more attractive and liked by students in elementary schools. Moreover, the teacher's enthusiasm for new teaching materials regarding independent curriculum learning has brought this research to further development due to much help from teachers waiting for these books and materials to be implemented in schools. Furthermore, the implementation of this book also positively impacted the application of character values in schools where this teaching material was implemented.*

Keywords: *Infographic Book, Geopark, Bayah Dome, Character Value, Sapta Pesona*

Abstrak: Penelitian ini mencoba menyoroti dua potensi Geopark dalam ranah Pendidikan dan pariwisata melalui pengenalan dan penanaman nilai karakter sapta pesona dengan media bahan ajar infografis. Media buku infografis dinilai sebagai medium yang sesuai dengan tahapan berpikir konkret siswa sekolah dasar yang menampilkan visualisasi informasi secara menarik dan terstruktur. Penelitian ini bermaksud mengembangkan buku infografis yang bermuatan pengenalan Geopark sekaligus penanaman nilai karakter sapta pesona bagi siswa sekolah dasar yang diimplementasikan dalam kurikulum muatan lokal di beberapa sekolah dasar yang terdekat dengan Kawasan Geopark Bayah Dome. Melalui metode penelitian dan pengembangan (R&D) dengan tiga tahapan utama: (1) tahap studi pendahuluan, (2) tahap desain dan pengembangan, serta (3) tahap pengujian produk,

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penelitian ini akan menghasilkan produk buku infografis sebagai upaya pengenalan potensi geopark dan nilai-nilai karakter yang bisa dimanfaatkan sebagai media supplementary muatan lokal sekolah dasar. Hasil penelitian ini diharapkan menjadi alternatif pengenalan potensi Geopark sebagai medium pembelajaran serta penanaman nilai-nilai karakter yang menasar siswa usia sekolah dasar. Selain itu penelitian ini juga merupakan tindak lanjut MoU Kabupaten Lebak dengan UPI Kampus Serang dalam rangka optimalisasi peran UPI dalam andil dalam Tujuan Pembangunan Berkelanjutan (Sustainable Development Goals) daerah potensial di Indonesia. Pengembangan bahan ajar infografis berbasis sapta pesona dikawasan Geopark Bayah Dome Kabupaten Lebak dapat dilaksanakan dengan baik, begitu pula bahan ajar yang dibentuk dapat diimplementasikan dengan baik. Banyak siswa di kawasan Geopark Bayah Dome Kabupaten Lebak tertarik dengan bahan ajar dengan gambar yang dimuat dalam infografis, bacaan yang tidak terlalu banyak dan divisualisasikan melalui gambar membuat buku bahan ajar asyiknya bayahku ini menjadi lebih diminati dan disenangi siswa di sekolah dasar. Selain itu antusiasme guru terhadap bahan ajar baru mengenai pembelajaran kurikulum merdeka membawa penelitian ini semakin berkembang karena banyak bantuan dari guru-guru yang menantikan buku dan bahan ini untuk di implementasikan di sekolah. Selain itu pengimplementasian buku ini pula berdampak positif terhadap penerapan nilai-nilai karakter di sekolah yang diimplementasikan bahan ajar ini.

Kata Kunci: Buku Infografis, Geopark, Bayah Dome, Nilai Karakter, Sapta Pesona

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INTRODUCTION

In this global era, competition between countries has increased the need for society to develop all the country's potential. Tourism currently plays an essential role in world development because it is one of the main components for world countries in increasing national income. Presently, the development of the tourism sector refers to sustainable tourism, in which the elements of people, planet, and profit are the primary basis. For Indonesia, sustainable tourism is a big challenge, where economic benefits are not only the goal of tourism development, but social stability of local communities and environmental sustainability are crucial goals for tourism development. As the ninth-ranked country with the highest tourism growth in the world in 2018 (World Travel and Tourism Council, 2018), Indonesia certainly has to participate in increasing this sustainable tourism.

Referring to Law No. 10 of 2009, the term tourism is defined as all activities related to tourism and are multidimensional and multidisciplinary in nature that emerge as a manifestation of the needs of each person and country and interactions between tourists and local communities, central government, regional governments, and entrepreneurs. In this terminology, the role of HR is vital in tourism development in a region. Therefore, tourism awareness education is vital because the community is the spearhead in managing a region's tourism potential. Tourism awareness education must begin to be taught and instilled at all levels of society from all ages and education levels. As a process of introducing tourism values, introductory tourism education is also an essential element to be developed. To achieve sustainable tourism goals, an introduction to awareness of tourism values must be taught from elementary school age (Damayanti, Bagiastra & Yulendra, 2019).

The tourism awareness introduction program in elementary schools can be started by instilling Indonesian tourism values, known as Sapta Pesona. Sapta Pesona is the initial capital for creating a tourist destination worth visiting through the seven basic elements of its charm: safe, clean, orderly, cool, beautiful, friendly, and memorable. As the fundamental values of tourism, which are adopted directly from the noble character of the Indonesian nation, these values are undoubtedly relevant to be

applied by all groups. Nevertheless, the internalization of these values in tourist destination managers and all their supporting elements often only targets productive age or parties directly involved as active actors in tourist destinations, not targeting children.

Several factors lead to a lack of awareness of tourism for elementary school children, including the paradigm that the role of children in the tourism industry is less visible, and there is no context or lack of tourism values within the scope of the classroom curriculum. Children also tend to understand tourism potential and be aware of it from the tourist environment, not the classroom. The placement of tourism value education in the classroom is indeed lacking. The elementary school curriculum only provides knowledge about the potential for tourism activities but is not accompanied by values of awareness as actors or managers of tourism.

In fact, children, especially elementary school age, are assets for sustainable development, including sustainable tourism. The introduction of *Sapta Pesona* values for children in an environment with the potential to directly relate to tourist destinations will be a long-term investment for regions that will open tourist destinations. Children will also become heirs to tourist destinations built; with the introduction of tourism values early, the faster the internalization process will occur, particularly when these children enter the productive age as active tourism actors (Wulandari, 2016). However, the learning process at this time experienced problems. The COVID-19 pandemic, which requires learning activities to be carried out in distance learning mode, dramatically affects the learning motivation of elementary school students due to the lack of direct interaction. When the learning process is returned to limited face-to-face meetings, challenges arise to increase student learning motivation which has decreased. Therefore, alternative models and teaching materials are needed that target this area. To overcome these challenges, interesting alternative visual and contextual teaching materials must exist. The paradigm shift of the prototype curriculum that is currently being developed focuses on fulfilling literacy, numeracy, and character education because character education is considered the most affected aspect during the distance learning mode.

Further, there is a correlation between the inculcation of the proclaimed character values and *Sapta Pesona* values because both originate from universal norms and are inspired by the noble values of the nation's ideology. In addition, since it is necessary to integrate and recognize regional potentials in the learning process (ethno-pedagogy), introducing regional potentials and relevant values in their development is very much needed. Thus, the development of the Bayah Dome Geopark in Lebak Regency as an integrated educational park area for geological heritage conservation and tourism has the potential to be utilized in this direction. As learning sites, the potential of Geoparks must be introduced and utilized by educational institutions and connected with instilling character values per the local content curriculum. Regarding the current conditions, the development of the Bayah Dome Geopark has been included in the Lebak Regency Regional Medium-Term Development Plan (RPJMD). It is planned to become a National Geopark in 2023 (Dispar, 2020). Therefore, educational institutions should also be involved in obtaining a role by incorporating *Sapta Pesona* values into the learning process. However, in the current curriculum program in schools around the geopark, none has integrated *Sapta Pesona*-based character values in elementary school students, such as in self-development subjects in local content. Hence, many elementary school students still do not recognize *Sapta Pesona*'s character values. Due to the importance of forming *Sapta Pesona*-based character values, this study seeks to answer the need for alternative visual teaching materials in infographics to overcome these challenges.

RESEARCH METHODS

This study used a mixed approach oriented to Research and Development (R&D) (Borg & Gall, 1983). This approach began with preliminary research and ended with the prototype formulation or development, which was compiled from relevant theories and was supported by empirical data. To be valid, the prototype was developed through four stages. The first was expert validation, the second was a limited field test, and the third was a large-scale test involving many practitioners through focus group discussions (FGD). Moreover, this research was centered on the Post-school Transition Model, developed from FGD (Focus Group Discussion) and continued with experiments. This development research employed the 4-D Model instructional design procedure, part of the learning device development model. This model was developed by Thiagarajan, Semmel, and Semmel (1974). The 4D development model consists of four main stages: Define, Design, Develop, and Disseminate. This method and model were chosen because they aimed to produce products through teaching materials, i.e., infographics. The product developed was then tested for feasibility with validity and limited product trials to find out how far the recognition of Sapta Pesona-based students' tourism awareness increased in self-development subjects after learning using infographic format teaching materials.

Data on development needs were collected through a questionnaire in the form of a description. This questionnaire was compiled in a google form and then distributed to respondents. The results were then analyzed and followed up with interviews and Focus Group Discussions (FGD) with the previous respondents. In the next stage, the product development process was also validated using a feasibility questionnaire by the validator and user response tests. The data analysis used was also mixed. The qualitative ones were data reduction, data presentation, and conclusions, following the theoretical propositions used (Miles & Huberman in Sugiono, 2016) at the development needs analysis stage (define and design). It was followed by a quantitative analysis of the description of the feasibility survey data and a T-test for limited testing at the product development stage (develop and disseminate). The mixed analysis model followed an exploratory sequential scheme, where quantitative acted to strengthen its quantitative proof (Cresswell, 2009). This analysis answered the need for the media development of Sapta Pesona character value recognition and product development of infographic teaching materials about Sapta Pesona character values for elementary school learning in the Bayah Dome Geopark area. In addition, the population in this study was elementary school teachers and students in the Bayah Dome Geopark Area, Lebak Regency. Landscape-wise, there are 35 elementary schools in Bayah Regency in the Bayah Dome Geopark Area. However, the school used for data collection in this study was one of the driving schools that have implemented the independent curriculum, namely SDN 1 Sukaraja, at the needs analysis stage. Then, 42 students represented each at the prototype limited test stage.

RESULTS AND DISCUSSION

This research developed a new product with elements of culture in the field of education in the form of infographic teaching materials based on Bayah local wisdom for the application of character values and Sapta Pesona in elementary schools. The android-based application was developed based on the 4D development model, consisting of the following:

Analysis

The independent curriculum has various intracurricular learning, where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Here, teachers can choose various teaching tools so that learning can be adapted to students' learning needs and interests. Specifically, projects to strengthen the achievement of Pancasila student profiles are developed based on specific themes set by the government. The project is not directed to achieve particular learning outcome targets, so it is not tied to subject content. For these reasons, this teaching material book was developed using a project-based system in each chapter. In this way, it is hoped that this book can become a reference and supporting tool in the learning implementation following the currently promoted independent curriculum.

With a project-based system, students are directed to certain content using cultural elements typical of the Bayah area, Banten Province. However, because this independent curriculum tends to be implemented recently, teaching materials, learning resources, and textbooks are still limited in distribution in various regions, including in the Bayah area. In this way, it is expected that the presence of this book will assist teachers and educators in implementing the independent curriculum and make it easier for them to attract students' interest in everyday learning. Aside from the project-based book contents, this book is structured based on Sapta Pesona's character value content. The choice of Sapta Pesona values is not without reason; the development of this teaching material used the Bayah area's characteristics and culture.

Bayah is one of the areas in Banten Province with diverse and extraordinary tourism development potential. Most of the people have livelihoods around the tourism area. The tourism areas that Bayah offers are truly diverse, ranging from mountains, beaches, rice fields, caves, hills, and many more. Therefore, Sapta Pesona was chosen as one of the elements in this study because the development area the researchers aim for is an active tourism area that can develop even better. Using Sapta Pesona elements, it is anticipated that it can increase student awareness and a sense of responsibility from all levels of society, i.e., government, private, and the broader community, to act and make it happen in everyday life.

Development

The teaching materials formed already met the appropriate criteria, but there should be several revisions to complement the Bayah local wisdom-based teaching materials to make them even better. Meanwhile, as a revision in chapter 3, there was an image content that was not in accordance with what it should be. Some validator's suggestions were to request that the image content on the cover of chapter 3 be changed to a more appealing and eye-catching image. Several validators also considered that some of the writing in the teaching materials of this book was still small, so it was not clearly visible. In addition, there were discrepancies in the description of chapters and prefaces, so they should be readjusted for the readers are not confused while reading. The bibliography was still not sequential with the sources in the teaching material book.



Figure 1. Revision of Validators and Media Experts

Design

The information obtained began to be formulated into an infographic text, then developed into a textbook with an infographic model. The preparation of this infographic script was adapted to the characteristics of the Bayah Dome Geopark area. With elements of Bayah ethnic culture, this textbook was structured with various blends of cultures in the Bayah region, thus giving an attractive and aesthetic impression. That way, students and educators can be interested in learning and applying character values based on Sapta Pesona. One output that has been completed is a teaching material book, which this teaching material book consists of seven chapters adapted to the content of Sapta Pesona values. In detail, it consists of chapter 1: keeping safe in Bayah; chapter 2: now i have become more orderly; chapter 3: building healthy Bayah; chapter 4: the coolness of my Bayah; chapter 5: the beauty of diversity in Bayah; chapter 6: suave at Bayah; chapter 7: my memories in Bayah. Each chapter consists of the sections "did you know," "let's read," "let's practice," and "let's try."

The "did you know" section contains up-to-date information about the Bayah area. The "let's read" section covers reading texts related to projects students will carry out in learning. Then, the "let's practice" section comprises questions related to the information in the "let's read" section and other up-

to-date information. Furthermore, the "let's read" section is the core part of each chapter, where the contents are a project that students and teachers in everyday learning can carry out.

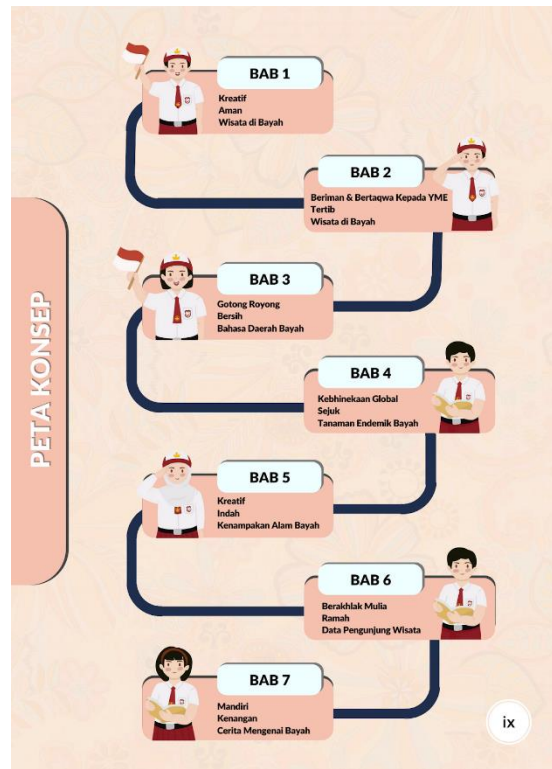


Figure 2. Concept Map

In this teaching material, the values of the Pancasila profile are explained, which intersect with the values of Sapta Pesona contained in the whole lesson. Chapter 1 contains the value of a "creative" Pancasila student profile combined with the Sapta Pesona value of "safe" and then packaged using the Bayah cultural concept of tourist attractions in Bayah. Chapter 2 covers the value of the Pancasila student profile "faith and piety to God Almighty" combined with the Sapta Pesona value of "orderly" and then packaged using the Bayah cultural concept regarding tourist attractions in Bayah. Chapter 3 encompasses the value of the Pancasila student profile of "mutual cooperation" combined with the Sapta Pesona value of "clean" and then packaged using the Bayah cultural concept of the Bayah regional language. Furthermore, chapter 4 comprises the value of the Pancasila student profile "global diversity" combined with the Sapta Pesona value of "cool" and then packaged using the Bayah cultural concept regarding plants endemic to the Bayah area. Chapter 5 contained the value of the "creative" Pancasila student profile combined with the "beautiful" Sapta Pesona value and then packaged using the Bayah cultural concept regarding the appearance of Bayah's nature. Chapter 6 contains the value of the Pancasila student profile of "noble character" combined with the Sapta Pesona value of "friendly" and then packaged using the Bayah cultural concept regarding Bayah visitor data. Chapter 7 has the "independent" Pancasila student profile values combined with the Sapta Pesona values of "memories" and then packaged using the Bayah cultural concept of Bayah's unique story.

Implementation

In the implementation phase, the researchers involved one class of students at SDN 1 Sukaraja, Lebak Regency, Banten Province, consisting of 42 people in the fourth grade. To see the feasibility of teaching materials, ten students were taken as a sample, with ten questions the sample could answer.

Table 1. User Feasibility Test Tabulation

		1	2	3	4	5	6	7	8	9	10	Mean	
1	Kamilatul	5	5	5	5	5	5	5	5	5	5	45	5
2	Fauzan	4	5	3	3	5	5	4	2	5	5	36	4.1
3	Deral	4	5	3	3	5	5	4	2	5	5	36	4.1
4	Aira	5	5	5	5	5	4	5	5	5	5	44	4.9
5	Aprilia	5	5	5	5	5	5	5	4	5	5	44	4.9
6	Marup	5	5	5	5	4	5	4	5	4	5	42	4.7
7	Egi Evaldi	3	4	4	5	3	5	5	3	4	5	36	4.1
8	Akbar	5	5	5	5	5	5	5	4	4	5	43	4.8
9	Olivia N	5	5	5	5	5	5	5	5	5	5	50	5
10	Siti H. A.	5	5	5	5	5	5	5	5	5	5	50	5
	Total	46	49	45	46	47	49	47	40	47	50	426	4.66

It is clear from the tabulation of user feasibility test results above that the first point addresses students' satisfaction with using instructional materials based on Bayah's local wisdom. The convenience of students learning to use instructional resources based on Bayah's local wisdom is covered in the second point. The third point then examines the emergence of instructional materials based on Bayah's local wisdom. The fourth point explores increasing students' motivation to learn using instructional materials based on Bayah's local wisdom. The fifth point discusses how teaching materials based on Bayah's local wisdom increase students' learning motivation. The sixth item also covers how well students understand what they are studying using instructional materials based on Bayah's local wisdom. The seventh point discusses how simple it is for students to understand what they are studying using instructional materials based on Bayah's local wisdom. The content of instructional materials should be based on local wisdom and consider the surroundings in which students live, according to the eighth criterion. The use of color in educational materials based on Bayah's local wisdom is covered in the ninth point. Finally, the tenth point addresses how much students enjoy the illustrations in plant education materials developed using Bayah's local wisdom.

According to the statistics mentioned earlier, the first point's result of 92% indicates that respondents valued teaching materials when implemented in schools based on Bayah's local wisdom. The second point received a 98% response rate, meaning that 98% of respondents found it easy to learn while using instructional materials based on Bayah's local wisdom. The results for the third point were 90%, and it may be inferred that 90% of respondents found learning enjoyable while using teaching materials based on Bayah's local wisdom. The fourth point received 92%, which can be read to mean that 92% of respondents felt more diligent in their study habits when they used instructional resources based on Bayah's local wisdom. Then, the fifth point had a result of 94%, which indicates that when teaching materials based on Bayah local wisdom were used, 94% of respondents showed an interest in learning.

Moreover, it can be inferred that 98% of respondents were helped in understanding learning using instructional materials based on Bayah local wisdom since the sixth point received 98% of the responses. The percentage of respondents who thought the language used in teaching materials based on Bayah local wisdom was understandable for the seventh point was 94%. The eighth point obtained 80%, meaning that 80% of respondents believed this Bayah local wisdom-based teaching material was highly acceptable to their living environment. Additionally, the outcome for the ninth question was 94%, meaning that 94% of respondents concurred that the teaching materials based on Bayah's local wisdom had colors that might win students' hearts. Finally, the tenth item received a 100% response rate, indicating that all respondents thought the instructional material based on Bayah local knowledge contained engaging images that children loved. Overall, the average respondent's responses scored 4.66 out of a possible five on the feasibility test of the teaching materials, indicating that, with adjustments provided by validators and media experts, the teaching materials were highly likely to be used at the elementary school level.

Evaluation

In this evaluation stage, the researchers involved 42 respondents, who were fourth-grade students at SDN 1 Sukaraja, Lebak Regency, Banten Province. In this evaluation process, students were asked to answer a questionnaire of 30 items related to learning using teaching materials based on Bayah local wisdom and Sapta Pesona values. The questionnaire was distributed twice through the pre-test and post-test systems, i.e., before and after applying the teaching materials, with the same respondent number.

Table 2. User Feasibility Test Tabulation

	Tests of Normality					
	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	.254	42	.000	.673	42	.000
Pre-Test	.244	42	.000	.746	42	.000

Table 3. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.930	1	82	.338

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	4.5919	42	.52722	.08135
	Post-Test	4.6905	42	.46697	.07206

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-.09857	.34209	.05279	-.20518	.00803	-1.867	41	.069

Based on the data above, in the Paired Sample T-Test, the average obtained did not change clearly because the data obtained were homogeneous and less diverse. In the data above, the visible change in the increase was only 0.0986 from the pre-test and post-test result data. However, the results of the tabulated data calculated showed a significant increase, where the result of the average respondent's answer in the pre-test was 4.5 out of a maximum of 5 points. For the post-test, it was 4.6 out of a maximum of 5 points. If presented in percentage, the initial average result of the respondent's answer was 92%, and the final average was 94%. It denotes a positive increase of 2% from before and after the application of teaching materials. Hence, it can be concluded that applying Bayah's local wisdom-based teaching materials could influence the application of Sapta Pesona-based character values in schools.

Discussion

Judging from previous studies, other researchers have widely researched and developed infographic teaching materials, likewise for applying character values and Sapta Pesona values. Many researchers have also developed research on infographic teaching materials for the application of character values. The similarity of various previous studies that have been recorded is that many infographic media are used to teach character values in schools. Also, many previous studies employed infographics to instill Sapta Pesona values in the tourism area. Many researchers also developed infographic learning media because of the importance of creative media, such as infographics, as a socialization medium that can attract students' attention. It aims to facilitate educators in learning and forming a good character for students (Iswari, 2019). In addition, several researchers raised character values as research material since character education activities for students help them acquire universal values to develop thoughts and moral behavior (Syafuruddin, 2021). Moreover, most previous researchers used infographic media because interesting and creative media are needed to attract children's interest in reading, with visual elements and the media close to children.

In this case, books are a medium for conveying information (Siregar, 2019). Besides, this book was created by reflecting on local needs, and students still struggle to learn to read (Kriswantara, 2021). Like previous studies, the selection of infographics used is to show information in a complex, clear, and fast manner (Hasanah, 2019). However, the selection for the Bayah area was not without reason because Indonesia is an archipelagic country, where two-thirds of its territory is an ocean with a coastline of 81,000 km. The coastal area has the potential for natural resources to be developed (Buchory, 2018). It is also because tourism has increased the country's economy after income from the oil and gas sector has decreased (Harsana, 2020).

Nevertheless, the development of Bayah's local wisdom-based infographic teaching materials is still new and has not been widely developed by many researchers. In this study, the application of character values and Sapta Pesona values based on the local wisdom of an area is genuinely new and rarely found in previous studies. Furthermore, few researchers have combined these three elements into a single unit that can be studied simultaneously. That way, it can be judged that this research is the latest research that has not been studied before so that the authenticity of the data obtained is indeed up to date.

CONCLUSIONS AND RECOMMENDATIONS

The development of Sapta Pesona-based infographic teaching materials in the Bayah Dome Geopark area, Lebak Regency, could be implemented properly. Likewise, the teaching materials formed could be appropriately implemented. Many students in the Bayah Dome Geopark area, Lebak Regency, were interested in teaching materials with pictures in infographics, with not-too-much reading and visualized through pictures. It made the teaching material book "Asyiknya Bayahku" more attractive and liked by students in elementary school. In addition, the teacher's enthusiasm for new teaching materials regarding independent curriculum learning has brought this research to further development because there was much help from teachers waiting for these books and materials to be implemented in schools. Further, the implementation of this book positively impacted the implementation of character

values in schools where this teaching material was implemented. Since the independent curriculum still tends to be new and needs much information, it is hoped that future teaching material developers can understand more deeply how the system and field implementation of the independent curriculum relates to the application of character values. Thus, this research can be even better in the future.

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