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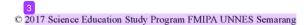# NEEDS ASSESMENT OF EDUTAINMENT MODULE WITH ETHNOSCIENCE APPROACH ORIENTED TO THE LOVE OF THE COUNTRY

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ABSTRACT

In this globalization era, young generation are having problem regarding love of country character. The purposes of this research were (1) analyzing students' need on entertaining module, (2) analyzing students' need on learning with ethnoscience approach, and (3) analyzing students' need on building love of country character. This research is a type of qualitative research involving 5th grade students of IT Umar bin Khattab Elementary school as the subject. A purposive sampling technique was used, where the research instruments included questionnaires, interviews, and documentation studies. The data analysis process was done by data reduction, categorization, validity checks, interpretation and inferences. The result of this research showed that the learning material had been used by students were supplied by government and certain publisher. Teacher had never given any innovation by using culture based-learning for improving the love of country character to the students. Besides, the questionnaire showed that the students expected an entertaining learning material with story, picture and fun activity. However, based on the result, edutainment modul with ethnoscience approach was needed for improving students' love of country character.

Keywords: edutainment, module, ethnoscience, love of the country

INTRODUCTION

The progress of a nation can be determined by how its people's character are formed. Character building is important since the character of a nation will affect the dignity and progress of a country. This is in line with Ir. Soekarno's statement that the dignity, progress, and glory of the Indonesian nation depends on the character building of Indonesian people itself. Though, the Indonesian nation is still experiencing difficulties in building character which may have been caused by the globalization era where everyone can disseminate and access information all over the world easily and quickly. One of character which still finds obstacle in its development is love of country character.

Love of country character is the way of thinking, acting, and doing something to show loyalty, concern and appreciation towards language, physical environment, social, culture, and politic of a nation. The character of the love of country is one of the characters that needs to be developed in elementary school students considering Indonesia as a multicultural country. Meanwhile, the character of the love of country itself in Indonesia is still fairly low because of the factors that parents are not maximal in instilling this character to their children at their early age.

Furthermore, the indicators of love of country includes: (1)admiring geographical location of Indonesia, (2) admiring art and culture of Indonesia, (3) admiring the variety of language, tribes, and ethnic in Indonesia, (4) admiring flora and fauna in Indonesia, (5) admiring the role of Indonesia's forest in the world, and (6) admiring the role of Indonesia's sea and seafood for all nations around the world. Unfortunately, love of country character itself began to be forgotten by the young generation.

The faded of love of country will cause concern for the future of the young generation. Based on the records from Korea Tourism Organization (2017), tourist arrivals from Indonesia to South Korea have increased significantly with the highest growth rate in Southeast Asia, as many as 295,461 tourists or 52.6% more than in 2015 (193,590 tourists). According to a report from Mastercard, Choong & Wong (2017), the visit growth of tourists from Asia Pacific to foreign

countries reaches 6% per year until 2021, in which the number of Indonesian tourists is estimated at 10.6 million. The report shows that Indonesians are more interested in traveling abroad than local area. This is one form of not admiring the geographical location of Indonesia as love of country's indicators. However, the young generation is less familiar with Indonesia's art and culture than foreign's art and culture Mariani's (2012) research on Korean pop fandom community says that there is such a concern to the fact that today,young generation mostly prefer to Korean culture rather than Indonesian culture. Tondo (2009) explains that the local language is currently on the verge of extinction due to the lessened of its original speakers. This indicates that the local language needs to be revived again to build the love of country in society. Brata (2016) stated that local culture can be used as an adhesive for a nation's identity in facing in the era of globalization. According to Wanabuliandari et al (2018), Indonesia is currently less concerned about the environment; it can be seen from the decrease of flora, fauna and forest in Indonesia. Curriculum 2013 places culture is one components developed from the elementary school level up to high school (Sarwanto et al., 2014) Therefore, the government should pay more attention to character building of love of country since early child.

Samani et al (2016) explains that the implementation of education of character in Indonesia is urgently needed because of the situation of society and education. Discipline, orderliness, queue culture, reading behaviour, clean and healthy lifestyleand the culture of appreciation has begun to fade. The feeling to be proud of the identity and richness of local culture is still low. It is proven by the easy acceptance towards foreign products and cultures without any selection.

Character as a personality can beidentified fromsomeone's attitude and behavior. However, Indonesian people's character will represent the characteristic of Indonesian. People who have positive attitudes and behaviors (excellent) will form a positive character to be the strong foundation of a nation. Education has an important role in developing the character of the nation. Rokhman et al (2014) says that Education has been considered as the center of excellence in preparing human's excellent characters. Susilo et al (2018) a good school culture will support the character of students. Atmojo et al (2018) states that local wisdom-based learning can help in reconstructing problems and increasing student knowledge. The use of cultural values in learning can develop good socio-cultural values for students (Rohman & Mukhibat, 2017). Early building of the good character, especially the love of country character,will produce young generation that has more appreciation on their own culture than the foreign culture. If the character of love of country is well-built, it will be firmly inherent to the next young generation's mind and soul.This matters need teacher as one of the important components in building the character.

One of the important components in the building love of country is teacher. Professional teachers should always try to build the love of countrycharacter, both in and beyond the learning. Character building of love of country can be applied by the teacher in the learning process or with the help of the teaching materials used by the learner. One of the teaching materials that can help teachers in building love country character is the module. Syahroni et al (2016) explains that a module has more advantage compared to textbooks. The module presents two-way communication, clear structure, friendly, and motivating. The module is chosen because it has self instruction characteristics so that it can be used independently by the learners. Ping et al (2019) modules can be used to assist students in arguing. Modules are also arranged systematically so that the learners can achieve their learning objectives.

Observation result from 10 schools in Kudus Regency which being taken randomly known that there is no learning material which helps to develop the character of the love of country to the students. The learning material that available is only from the government and its not including the local cultural elements from each area which are associated with the learning material. From this, developing a learning material that oriented to character of the love of country based on local cultural elements is a need. Nowadays, we are developing edutainment module with ethnoscience approach. Ardianti et al (2017) stated that edutainment needs to be applied to elementary school students because the natural nature of elementary school students is playing. Fun activities in this module can be the introduction of cultural content through comic/ picture story. Connecting cultures with fun activities can help to create meaningful learning. This is in accordance with opinion of Ardianti et al (2017) that the use of teaching materials from the environment can make learning meaningful because the material is real. The developed modules have ethnoscience approach which according to Rahayu (2015), is an activity of transforming between original science and scientific science. The original science knowledge consists of all the pertinent knowledge about the facts of society. The knowledge comes from the social trust that run from generation to generation. Ethnoscience is developed as a science learning that incorporates cultural content from society totheir learning activity.

The module is equipped with learning activities by utilizing local cultural elements. Wihyanti et al (2018) stated that diverse local culture can be a challenge as well as an opportunity for schools to build nasionalism. Local cultural elements developed in the module can be either local wisdom or local excellence. Setiawan et al (2017) states that the module can be used as a teaching material that can connect science knowledge with local advantage (local wisdom). The learning process with modules that can link real conditions in the environment with learning materials will create meaningful learning. It is in line with Andriana's et al (2017) opinion that the use of teaching materials

based on local excellence can make it easier for teachers to engage students interest and focus on the learning process as it relates directly to the daily life. Khoiri (2016) states that learning by connecting regional excellence with teaching materials can help students in achieving learning objectives. The use of ethnoscience-oriented edutainment modules is expected to create meaningful learning and improve the love of country character. Thus, the students are expected to be more familiar and admire the culture around them, so that it will give a positive impact for building the character of love of country.

This research implemented in SD IT Umar Bin Khattab. SD IT Umar Bin Khattab was chosen as research's location because SD IT Umar Bin Khattab is a school that using full day school system. This system requires the students for staying in school full day long. Through the implementation of full day system, students are expected for being able to concentrate in the learning activites. The time allocation learning SD IT Umar Bin Khatab starts from 07.00 WIB until 15.30 WIB with a curriculum content that related to general education, religion and skill. Besides, SD IT Umar Bin Khattab is Islamic based school that rarely tend to focus on developing the character of love for the country.

Based on the above problems, this article will discuss about: (1) How is the students' need to have entertaining modules, (2) How is the students' need toward the development of ethnoscience-oriented learning, and (3) How is students' need to build the character of love of country.

METHOD

This research used qualitative approach was conducted in the even semester of January 2018. The subjects in this study were teachers and students in Islamic schools in Kudus regency, IT Umar bin Khattab Elementary school. The collected data of this study are qualitative data by spreading questionnaires as well as conducting interviews and documentation. The process of collecting data were conducted through questionnaires and interviews to the teachers and students followed by documentation studies.

The data analysis process was done by data reduction, categorization, validity checks, interpretation and inferences. In order to check the validity of the data, this research used sources triangulation and techniques triangulation. Subjects in this study were teachers and students at IT Umar Bin Khattab Elementary School as an Islamic school. In this study, the subjects were selected selectively to illustrate the main point of this research. Based on the characteristics, there were nineteen research subjects consisted of four teachers and fifteen students.

The techniques of data collection used in this study were interviews, questionnaires and document studies. The type of interview conducted on the subject was semi structured interview while the questionnaire were related to the schools learning, love of country character, culture, and science. Meanwhile, the documents used in this study were official documents, personal documents and some journals that were relevant to the research. The official documents were archives or letters issued by the institution, while personal documents were notes or statements of a person about his actions, experiences and beliefs (Priyambodo, 2017).

Several stages of qualitative research applied in this research included pre-field stage, field work stage and data analysis phase. In the pre-field stage, there were six stages of activities that should be done by researchers followed byconsidering the ethics of field research. The six stages were 1) Prepare the research design, 2) Select the field of research, 3) Take care of the permit, 4) Explore and assess the field, 5) Select and utilize informants, and 6) Prepare research supplies. Meanwhile, the stage of field work were divided into three parts: 1) Understanding the background of the research and self preparation, 2) Entering the field, and 3) Taking part in collecting data.

The data analysis was done by the process of induction, reduction, and categorization. The induction phase was the time when the researcher collects and presents the pile of data in early stages. The researchers present the data by using direct quotes from the subject's point of view which represents in their language or sentence. Data reduction phase means removing the data from interviews and observations that was not related to the research and to choose and collect important things in relation to research. The categorization stage is to sort categories by sifting through each unit of the data into groups of data that have similarities. The next step is to read back the results of the data analysis in general to get a conclusion. Additionally, the technique of checking the validity of the data used in this study is trianggulasi.

RESULT AND DISCUSSION

Indonesia exceled as a country with so many tribes, culture, and natural resources. Though, it was not entirely understood by students in primary schools. Atmojo (2015) argued that Indonesia was a country rich in local culture. Ubfortunately, the local culture was not fully known by today young generation. Understanding education of character, especially love of country should start early through the teaching materials used by students. The purpose of this research was to analyze the need of edutainment module with ethnoscience approach. The research was a preliminary research or as an early stage of research on the development of edutainment module based on ethnoscience with Research and Development approach.

The data of this study were obtained by using questionnaires and doing interview. The questionnaire sheets were given to the students as the research sample and the process were guided by the researcher. The following are the results of questionnaire distributed to the students.

The need of entertaining module

Nastiti et al (2018) said that the modules in the school were not able to express knowledge to the fulles. Module became one of learning material which had self instruction characteristic. Self

instruction characteristic could be used independently by the students. Not only self instruction, module also has user friendly characteristic, so the students felt comfortable with the module. Rosyidah et al (2013) stated that a good module isa module that uses language that is in accordance with the level of development of students. Besides that Alfiriani & Hutabri (2017) stated that the module developed needs to be tested for its practicality so that it is suitable to be used as a learning material for students. The questionnaire based on analysis of the need on entertaining module had results as follow on Table 1.

Table 1. The questionnaire's statement of the needs of entertaining module

The Questionnare's Statement
(1) I prefer to read comic that school book.
(2) I prefer to read school book than comic.
(3) School book makes me interested in learning.
(4) School book makes me uninterested in learning.
(5) I like to read printed book more than e-book.
(6) I like to read e-book more than printed book
(7) I read book before the class is begun.
(8) I don't have time to read books the night before.
(9) I find it hard to understand the material presented in school book.
(10) I can learn independently without any help from teacher and school book.
(11) Eventhough I learn from the books given by teacher, I cannot learn independently and still need teacher's help.
(12) I like colorful books with many pictures.
(13) I hardly understand the colorful books with many pictures.
(14) I love the book with the questions practices and answer keys.
(15) I love books with fun activities

The questionnaire's result of the needs of entertaining module were presented on Table 2.

Tabel 2. The analysis' result of the need of entertaining module.

Statement	Respond Percentage (%)		
	Yes	No	Uncertain
1	87	0	13
2	6	67	27
3	27	48	25
4	33	40	27
5	47	33	20
6	33	40	27
7	30	80	0
8	40	20	40
9	87	7	6
10	27	73	0
11	73	20	7
12	100	0	0
13	0	93	7
14	80	20	0
15	80	7	13

The result of the analysis indicates that the availability of teaching materials in school was still limited. Students expect to learn by using teaching materials equipped with a variety of fun activities with an attractive design and presented material easy to understand. Ntobuo et all (2018)

through learning media in which there are many images and colors will affect the learning process and increase students' interest in learning. The results of the questionnaire indicated that the overall students liked the colored material and accompanied by many illustrations / drawings. Students also have an interest in reading comic books or stories. Besides that the material in the module also needs to be presented clearly. Module should have material clarity so that students abilities increase (Izzati et al., 2013).

The need of Learning Development with Ethnoscience approach.

Ethnoscience Learning was a learning design that connected local wisdom and local excellence of a particular area to science teaching materials. According Khusniati (2014), ethnoscience learning could be developed by reconstructing the original science into modern science (western science) or science ilmah. Learning ethnoscience should be introduced early to elementary school students and integrated in learning. Yunus (2013) stated that national character building can be done with local wisdom based learning. This was due to the increasing number of problems that showed the lack of understanding of students to local wisdom and local excellence in their respective areas that would result in the decreasing of the love of country character. According to Dwianto et al (2017), for some people, local excellence (local wisdom) was ignored because the knowledge of foreign nations was more powerful and useful. It was due to local excellence as genuine knowledge of the community. Here are the questionnaire distribution of the need of Learning Development with Ethnoscience approach for students in grade 4 of elementary school in Table 3 below.

Table 3. The questionnaire's statement of the needs of learning development with Etnoscience approach

The Questionnare's Statement
(16) I love learning with some outdoor activities
(17) I love learning that presents a real example in my area
(18) I can connect my science knowledge to the excellences of my region.
(19) I can explain local myths scientifically.
(20) I like learning based on local excellence

The questionnaire's result of The Need of Learning Development with Ethnoscience approach is presented in Table 4.

Tabel 4. The questionnaire's result of The Need of Learning Development with Ethnoscience approach.

Statement	Respond Percentage (%)		
	Yes	No	Uncertain
16	40	47	13
17	80	13	7
18	7	80	13
19	20	67	13
20	73	20	7

Questionnaire analysis of the need for the development of ethnoscience-based learning shows that as many as 80% of students express love of learning that presents a real example in the environment. Learning by using real examples can provide meaningful learning. This is in line with the opinion of Atmojo (2012) that science-based teaching of ethnosciences is believed to change the learning from Teacher Centered Learning to Student Centered Learning, creating contextual and meaningful learning. Saputra et al (2017) stated that learning based local wisdom make students can apply science concept received in everyday life. The questionnaire results also show that 80% of students can not link science knowledge with local excellence in their area. This is because the teacher does not connect the subject matter with examples of local excellence in the environment.

The Need to Develop the Love of Country Character

The character of love of country was a way of thinking, acting, and doing that shows loyalty, awareness, and high appreciation for the language, the physical environment, social, cultural, and politicalnation. The indicators of this country's love included: (1) admiring Indonesia's geographical position, (2) admiring the arts and culture in Indonesia, (3) admiring the different languages, tribes and ethnic groups in Indonesia, (4) admiring the flora and fauna in Indonesia, (5) admiring the role of Indonesia's forests from the eyes of the world, and (6) admiring the role of the sea and its results for the nations of the world. The following is the questionnaire of the needs of developing the love of country character in Table 5 below.

Table 5. The questionnaire's statement of the needs of developing the love of country character

The Questionnare's Statement
(21) I can describe some regions based on the geographical location (mountains, sea, industrial area)
(22) I can explain the advantages of Indonesia's territorial position compared to other countries
(23) I can give examples of culture of people in the mountains and lowlands
(24) I can mention examples of arts (dance and song area) of Indonesia
(25) I can sing some regional songs in Indonesia
(26) I can give examples of the tribe in the area of residence
(27) I can explain the diversity of occupations in the mountains, coastal and industrial districts
(28) I can use the local language politely
(29) I like to join the traditional activities in my area
(30) I can give examples of the diversity of agricultural and fishery products in Indonesia
(31) I can give examples of agricultural and fishery products in Indonesia
(32) I can give examples of the diversity of flora and fauna that are beneficial to the product industry in Indonesia
(33) I like to use Indonesian products
(34) I can give examples of Indonesia's forest products for human life
(35) I can give examples of Indonesian marine products for human life

The analysis results of the questionnaire distribution of needs to develop the love of country characteras shown in Table 6 below.

Table 6.Results of the questionnaire analysis of the needs to develop the love of country character.

Statement	Percentage Respond (%)		
	Yes	No	Uncertain
21	40	47	13
22	47	53	0
23	53	27	20
24	47	47	6
25	80	7	13
26	40	53	7
27	87	0	13
28	40	27	33
29	27	60	13
30	47	47	6
31	47	47	6
32	40	53	7
33	60	27	13
34	40	27	33
35	47	13	40

Questionnaire analysis of needs to develop the character to love country shows that there are 60% students expressed that they dislike to follow the traditional activities in the region. This is very bad considering that the regional culture is the basis of the nation's culture which is one of the forms of love of the country. Wanabuliandari et al (2018) states that the Local culture will help in instilling the character of love for the country. In line with Hartini et al (2018) states that local wisdom plays an important role in national development.

The Interview Research to Teachers

A primary school teacher had a noble role. Primary school teachers did not only deliver materials and assign tasks to their students, but primary teachers played more important role as educators. Teachers in elementary schools should be able to instill good behaviors for elementary school students early on because it was an initial foundation of forming the the the characters, especially the character of loving the country.

The character building of love of countrywere discussed this research and it would be carried out in the Islamic school in Kudus District. In this study, Islamic schools was a school that prioritized the inculcation of Islamic values on the students, the application of the practice of mandatory worship and sunnah and the application of Islamic Islam in everyday life. The interview with the teacher needed to be done as the matching data of researcher with students' questionnaire result. Based on the results of interviews with teachers at the IT Elementary School Umar bin Khattab, it obtained some results that the elementary school had its own policy regarding the learning process given

to students, both formal and nonformal learning. The policy was related to the inculcation of Islamic values in schools.

However, as a school that was under the Department of Education, Elementary School of IT Umar Bin Khattab had to follow and implement the rules of the local Education Office. One of them is the activity of building the character to love the country. IT Umar bin Khattab Elementary school was a school with an Islamic background that clearly prioritized Islamic values compared to other regular schools. The love of country character in the school with Islamic background was appliend in routine through flag ceremonies that were held every Monday. The *paskibra* officers were held by the students in turn. In addition to flag ceremonies every Monday, IT Umar bin Khattab Elementary school also perform ceremonies on national holidays such as Education Day and Indonesia Independence Day on 17 of August. The characters building of love of country through the introduction of culture to the students could be applied by introducing angklung as school activity club every Saturday. In addition, other activities undertaken for the love of country could be invested through the visit to the museum Jenang in Kudus District. Nevertheless, the provision of infrastructure facilities that support was still very minimal, the evaluation and follow-up to the success of the caharacter education of love of country were minimally implemented. It caused the love of country character was still not entrenched in these schools.

In addition, based on the results of interviews conducted with teachers in the Elementary School of IT Umar Bin Khattab explained that the learning process was carried out in accordance with the facilities and infrastructure in the school. The teaching materials used were also the average book from the government and certain publishers as a guide for teachers.

The teachers conveyed that the elementary school still experiencing some obstacles. One of the obstacles experienced was the availability of teaching materials. We know that, teaching materials as an important component in learning that determines the quality of learning. Some of the material presented in the teaching materials provided examples that were difficult to find in the Kudus area. The teacher expected the availability of teaching materials that could present some examples of the Kudus environment as a real-world learning implementation. Nailiyah et al (2016) stated that teaching material based local culture enable students to understand the surrounding environment scientifically. Teaching materials that presented regional excellence can enhance the love character of students' country. The teachers stated that building of country character needed to be improved because some students tended to easily accept foreign culture without any selection. Samani et al (2016) explains that the implementation of education of character in Indonesia is urgently needed because of the situation of society and education. It means that we need to develop module for students. The use of module can develop the

character to love of country in the Indonesian nation considering Indonesia as a multicultural country (Wanabuliandari et al, 2018). Besides that modules can be used independently by students so that they are not dependent on others. Modules are also arranged systematically so that the learners can achieve their learning objectives.

The analysis results of the questionnaire with interviews indicate the limitations of teaching materials used by students who are not in accordance with the real conditions in Kudus area. The education of character building, especially the character of love to of country, also needs to be developed through the teaching materials used by the students. Therefore, it was necessary to develop edutainment module with ethnoscience approach which presents cultural content both local wisdom and local advantage which was packed entertainingly so it could help to instill the love of country character.

CONCLUSION

Based on the questionnaire data of students' needs, it can be concluded that there is a student's need for a entertaining module, for the development of learning ethnoscience-oriented, and for building the character to love of country. This is also in accordance with the results of interviews with teachers which indicate the availability of teaching materials that are entertaining by incorporating cultural elements to help them improve the love ofcountry character which is still very limited. The available teaching materials only emphasize on the concept, so it can not connect the culture in the environment with the subject matter. Analysis of the need of edutainment module with ethnoscience approach is expected to be one of the reference that can be used in science learning in elementary school in order to develop the character of love to the country.

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