

Development of Student Book as a Means to Instill Social Care, Honesty, and Responsibility to Enhance Academic Achievement in Elementary School

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ABSTRACT

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This study aims to explore the development of a student book designed to instill the values of social care, honesty, and responsibility in third-grade students at Muhammadiyah Ambarbinangun Elementary School. The student book is intended to meet validity, practicality, and effectiveness criteria to enhance students' academic achievement. The research method used was Research and Development with the ADDIE model, involving 30 students as subjects. Data were collected through observation and testing. The results showed that media expert validation yielded a score of 4.5, categorized as very valid, while material expert validation received a score of 4.2, also categorized as very valid. Based on student questionnaires, the average response score reached 4.3, categorized as very practical. The average posttest score of students reached 78,2, compared to a pretest score of only 55,4. Paired sample testing showed a significance level below α ($0.00 < 0.05$), indicating a significant difference in student achievement before and after using the student book. The N-Gain score obtained was 0.51, classified as moderate.

Keywords

ADDIE

Honesty

Responsibility

Social Care

Student Book

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Introduction

Reading is an activity that involves a deep process, starting from absorbing, and analyzing, to interpreting the messages that the author intends to convey through written media [1]. This activity encompasses two main types: reading aloud and silent reading. Reading aloud is done by speaking loudly in public, while silent reading is a quiet activity aimed at understanding the content of the text. Unfortunately, according to Nasrullah et al. [2], interest in reading in Indonesia remains very low. Reading is an essential activity in daily life that can help enrich knowledge and broaden a person's perspective.

Ironically, even though Indonesia can provide reading materials and has many publishers, writers, and bookstores, books are still considered expensive and unimportant. This is evident in the habits of society, from children to adults, who tend to be reluctant to read [3]. Many prefer to spend their time on less beneficial activities, such as watching television or playing on gadgets [4]. The habit of reading has not yet become a deeply rooted culture in Indonesian society, which impacts the low literacy levels in the country.

According to Law No. 20 of 2003 concerning the National Education System, education plays a crucial role in developing abilities and shaping national character. One of the primary goals of education is to enlighten the nation's life and cultivate learners who are faithful, knowledgeable, creative, and responsible [5]. Education, particularly at the elementary school level, serves as an important foundation for the development of students' thinking and learning abilities [6]. At this basic level, students are taught to become independent and responsible individuals, prepared to continue their education to higher levels.

Character education also plays a significant role in the personality development of students. According to Darmayanti et al. [7], character education is an effort to shape an individual's personality through moral education. The aim is to exhibit good behavior, honesty, responsibility, and respect for the rights of others. In line with this, Astiwi et al. [8] states that character formation is closely related to habits reflected in daily behavior. Therefore, character education should be applied from an early age so that students can grow into individuals with noble values. One way to instill this character education is through books [9].

Books are essential tools in the learning process. According to Masitah et al. [10], a book is a collection of sheets of paper containing text to be read or written. Books play a vital role as a medium for conveying information, whether in formal, non-formal, or informal education. With the advancement of technology, books are now available in both printed and electronic formats, and both serve the same purpose in supporting the teaching and learning process. The presence of books, whether printed or digital, has a significant impact on the world of education.

Fostering character in children through books holds particular significance within the school environment [11]. Schools, as educational institutions, have a moral responsibility to

educate students to be not only academically intelligent but also to possess good character. According to Solissa et al. [12], character education encompasses three main elements: knowing the good, loving the good, and doing the good. Thus, character education through books can help students understand and apply positive values in their daily lives.

At Muhammadiyah Ambarbinangun Elementary School, a school with Islamic values, the values of noble character are part of the school's vision and mission. However, challenges in learning still exist, particularly in enhancing students' interest in reading and academic achievement. Observations indicate that social studies lessons at this school are still abstract, and teachers tend to use traditional methods that fail to engage students effectively [13]. As a result, students become passive and less responsive, and the average grades in social studies subjects remain below the expected standard.

Through the development of a student book specifically designed to instill the character of social care, honesty, and responsibility, it is hoped that students at Muhammadiyah Ambarbinangun Elementary School will be more motivated to read and apply these values in their daily lives. This book is expected to serve as an effective medium for developing students' interest in reading while also shaping positive character traits that will help them become beneficial individuals for themselves and others.

Literature Review

A. Student Book

Student books are one of the essential components in the learning process, serving as the primary medium for delivering information and subject matter to students [14]. According to Jejen et al. [15], student books function not only as a source of information but also as a tool to assist students in understanding the concepts being taught, encompassing cognitive, affective, and psychomotor aspects. A good student book must be systematically designed, easy to understand, and capable of engaging students' interest in learning [16]. Furthermore, student books should be tailored to the cognitive development of students and integrate moral values and character traits that contribute to the holistic development of students' personalities.

Research related to student books indicates that well-designed books can enhance students' motivation to learn and their understanding of the subject matter. According to Hakim [17], student books that contain visually appealing elements and well-structured information can facilitate the learning process and improve students' learning outcomes. Student books that integrate contextual elements relevant to everyday life have also proven effective in helping students apply the knowledge they acquire in real-life situations [18]. Thus, student books play a crucial role not only as learning resources but also as tools for developing students' character and critical thinking skills.

B. Socially Caring Character

Social care character is one of the essential aspects of personality development that plays a significant role in enhancing interpersonal relationships and community well-being [19]. According to Putri et al. [20], social care encompasses empathy, concern for others, and the desire to help those in need. This character trait should be instilled early on through education to ensure that children grow up with a strong social awareness. Formal education plays a crucial role in developing social care character, particularly through the application of contextual learning that involves social interactions and empathy-based activities [21]. By integrating lessons that emphasize the importance of social care, students are taught to understand differences, respect others, and contribute to the common good.

Research indicates that social care character can be fostered through direct experiences in activities involving collaboration, cooperation, and community engagement. Wang et al. [22] reveals that the development of social care character is not only related to cognitive aspects but also to affective and psychomotor dimensions, such as through social activities, community service programs, and project-based learning. These programs enable students to cultivate a sense of social responsibility and actively engage in addressing issues within their environments [23]. Therefore, education focused on social care character can produce individuals who are more empathetic, responsible, and positively contribute to society at large.

C. Honest character

The character of honesty is one of the fundamental values in shaping the moral personality of an individual [24]. According to Suoth et al. [25], honesty is an attitude and behavior that reflects truthfulness in thought, word, and action. This character is crucial as it forms the basis of trust and integrity in social relationships. Formal education plays an important role in instilling the value of honesty in students from an early age. A learning process that promotes openness, transparency, and moral responsibility can encourage students to adopt honest behaviors. Cultivating honest attitudes in the school environment, such as refraining from cheating, acknowledging mistakes, and speaking the truth, can reinforce this character in everyday life.

Research shows that character education that integrates the value of honesty can enhance students' moral quality as well as their confidence in acting according to principles of truth. According to Siswanto et al. [26], instilling the character of honesty can be achieved through a learning approach that involves reflective practices and the reinforcement of positive consequences from honest behavior. Additionally, a supportive social environment that provides examples of honest behavior, both from teachers and parents, also plays a vital role in shaping students' honesty. Thus, education focused on developing the character of honesty can create a generation with integrity, reliability, and the ability to lead a healthy social life.

D. Responsible Character

The character of responsibility is one of the core values that reflect an individual's awareness of the tasks and obligations that must be fulfilled, both in personal and social contexts [27]. According to Jasrotia et al. [28], being responsible involves a person's ability to accept the consequences of their actions, complete tasks effectively, and adhere to applicable rules and norms. In the context of education, the character of responsibility is crucial to develop from an early age, as it forms the foundation for creating disciplined, independent, and reliable individuals. An educational process that emphasizes the importance of responsibility through task-based learning, projects, and collaborative activities can help students internalize this value in their lives.

Research shows that fostering the character of responsibility in students requires a combination of formal education and practical experiences. According to Setiawan et al. [29] and Yogyanto et al. [30], responsibility can be instilled through a learning approach that involves students in activities that require active roles, such as leadership within groups or independently completing tasks. Furthermore, a school environment that consistently rewards responsible behavior and imposes sanctions for violations can reinforce students' commitment to their responsibilities. Thus, education that supports the development of responsible character can create a generation that is more independent, disciplined, and capable of contributing positively to society.

Material and Methods

This research is a development study using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study was conducted in the third grade at Muhammadiyah Ambarbinangun Elementary School with a total of 30 students. The product developed in this research is a book specifically designed to instill the characteristics of social care, honesty, and responsibility while also enhancing students' academic performance. Data collection techniques included observation, monitoring, and tests of creative thinking abilities based on specific sources. The instruments used for data collection included questionnaires with modified assessment criteria, as well as test instruments that evaluate students' academic performance, which were also modified according to relevant sources. The modified assessment criteria from Widoyoko [31] for validity and practicality are presented in Table 1.

Table 1. Conversion of Scores for Validity and Practicality

Score	Value	Criteria
$X > 4.1$	A	Very valid/ Practical
$3.3 < X \leq 4.1$	B	Valid/ Practical
$2.6 < X \leq 3.3$	C	Enough
$1.8 < X \leq 2.6$	D	Not valid/ Practical
$X \leq 1.8$	E	Very invalid/ Practical

The criteria for increasing learning achievement in this study refer to Hake [32] which is presented in Table 2.

Table 2. Interpretation of Average N-Gain Scores

Value (g)	Criteria
$\langle g \rangle \geq 0.7$	High
$0.3 \leq \langle g \rangle < 0.7$	Medium
$\langle g \rangle < 0.3$	Small

The data analysis techniques in this study are divided into three main parts: validity analysis conducted using questionnaires from subject matter and media experts, practicality analysis using student response questionnaires, and effectiveness analysis measured through student achievement tests.

Results

This study resulted in a student book designed to instill the values of social caring, honesty, and responsibility in lower-grade students at Muhammadiyah Ambarbinangun Elementary School. The book includes a cover, motivational quotes, discussions, animated images, practice questions, and a profile of the author. Its development follows the ADDIE model as proposed by Branch [33]. The material in the book covers two themes, with each theme containing one sub-theme and structured according to the Core Competencies/Basic Competencies. During the development stage, validation was conducted by experts using the questionnaire, and the product was revised based on feedback from media and subject matter experts [34].

A. Analysis

The analysis stage is the initial step in this research, encompassing curriculum analysis and an examination of student characteristics. The curriculum analysis aims to identify and structure the concepts that will serve as the foundation for developing the student book. At Muhammadiyah Ambarbinangun Elementary School, third-grade students follow the revised 2013 Curriculum. Within this framework, the Core Competencies and Basic Competencies emphasize social attitudes such as honesty, care, and responsibility, aligning with the values of Pancasila. These core competencies outline the behaviors students are expected to display in their daily interactions, including discipline, responsibility, and a sense of unity within diversity. These social values are crucial for fostering a sense of community and ethical behavior among young learners.

In addition to curriculum analysis, understanding student characteristics plays a vital role in shaping the book's development. Observations in the third-grade classrooms of Muhammadiyah Ambarbinangun Elementary School revealed specific challenges that students face, particularly difficulties in fully understanding the content of the current student book. The current student book is not designed by the teachers but provided by the government (ministry of education).

Additionally, the inadequate supply of suitable student books means that some students struggle to obtain or effectively engage with these materials.

Furthermore, the overall learning experience is hindered by a monotonous teaching approach and a lack of creativity in instructional material development, leading to student boredom and a lack of engagement. Although the student book is part of the classroom resources, its usage is often restricted to repetitive assignment methods that lack variety, further diminishing students' interest and motivation. This analysis of both curriculum and student needs underscores the importance of a well-designed, accessible, and engaging student book that can foster meaningful learning and enhance students' engagement with the material.

B. Design

The results of the design stage encompass several key aspects. First, the framework of the student book was systematically arranged, beginning with the cover page, preface, motivational words, an overview of the student book, table of contents, concept map, learning content, animated illustrations, exercises, and bibliography. This structured layout aims to make the book easy to navigate while engaging for students. Each component was crafted with careful attention to detail, ensuring the flow of information is clear and logically organized, aiding students in better understanding and interaction with the material. Additionally, the book incorporates motivational language and vibrant visual elements, such as animated images, to maintain students' interest and encourage a positive learning experience.

Second, the material's systematic presentation was established based on the detailed breakdown of the Core Competencies and Basic Competencies, which were then formulated into clear learning indicators and objectives. This approach ensures alignment with the educational standards and provides measurable goals for student progress. The design process emphasized a student-centered approach, ensuring that the book not only adheres to academic requirements but also caters to students' learning needs and preferences. The layout and structure of the student book were then visualized, as depicted in the illustration provided below, which reflects the intended design and organization of content for optimal learning engagement.

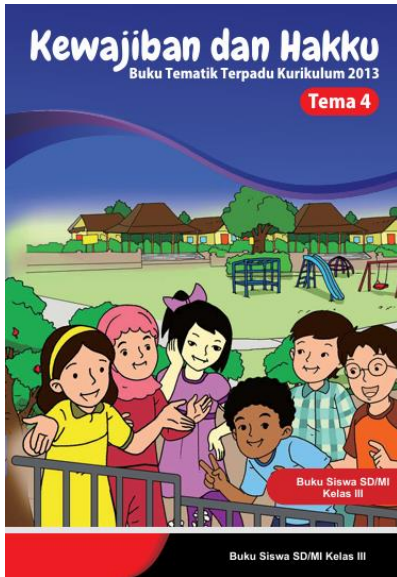


Fig. 1. Cover



Fig. 2. Foreword

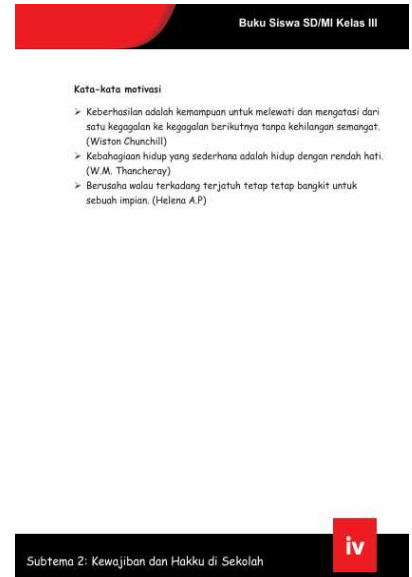


Fig. 3. Motivational words



Fig. 4. Book Information

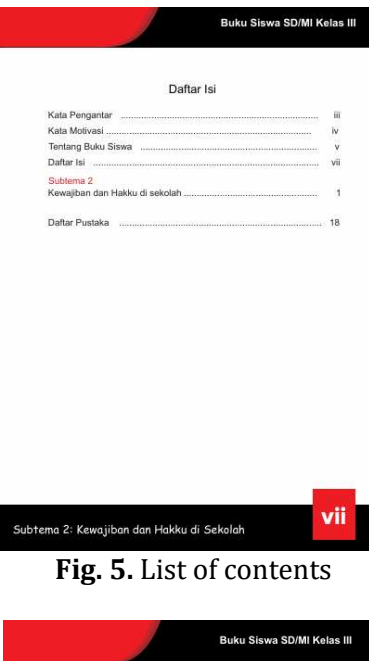


Fig. 5. List of contents



Fig. 6. Sub Theme 2



Fig. 7. Learning 2



Fig. 8. Syntax 1, Learning 2



Fig. 9. Syntax 2, Learning 2

Buku Siswa SD/MI Kelas III

Diskusikanlah dengan teman-temanmu! Sampaikan hasil diskusimu di depan kelas! Kelompokkan hasil diskusimu menjadi kewajiban dan hak!

Kewajiban dan Hak di Sekolah	
Kewajiban	Hak

Ayo Menulis

Apakah perbedaan sekolahmu dengan sekolah pada gambar tadi? Apa yang sudah kamu lakukan untuk sekolahmu?

Ceritakan taman di sekolahmu! Ceritakan juga apa yang sudah kamu lakukan agar taman sekolahmu indah!

Tuliskan ceritamu di buku tulismu!

Subtema 2: Kewajiban dan Hakku di Sekolah **5**

Fig. 10. Syntax 3, Learning 2

Buku Siswa SD/MI Kelas III

Buku Siswa SD/MI Kelas III

Ayo Membaca

Bagaimana keadaan sekolahmu saat ini? Apakah yang kamu inginkan? Apa yang harus kamu lakukan?

Sekolah yang Indah dan Rapi

Setiap siswa wajib menjaga sekolahnya agar indah dan rapi. Di dalamnya ada banyak pohon yang terawat. Pohon-pohon membuat udara segar dan sejuk. Sekolah yang indah dan rapi membuat siswa semangat belajar.

Akan tetapi, banyak sekolah yang belum indah dan rapi. Semua siswa harus bekerjasama agar sekolahnya indah dan rapi. Pohon-pohon yang ada harus dirawat bersama. Siswa harus dapat membuat taman kelas. Kelas juga harus bersih dan rapi. Meja guru harus tertata rapi. Papan tulis harus selalu bersih. Kursi-kursi dan meja juga tidak boleh ada coretan.

Subtema 2: Kewajiban dan Hakku di Sekolah **6**

Fig. 11. Syntax 4, Learning 2

Buku Siswa SD/MI Kelas III

Buku Siswa SD/MI Kelas III

No	Yang Wajib Dilakukan	Hak yang Didapatkan
1.
2.
3.

Ayo Berlatih

Amati jawabanmu di atas!

Kapan kamu melakukan kegiatan tersebut? Apakah kegiatan itu membuatmu sehat?

Jelaskan satu kegiatan yang dapat membuatmu sehat!

Lakukanlah dengan percaya diri!

Subtema 2: Kewajiban dan Hakku di Sekolah **7**

Fig. 12. Syntax 5, Learning 2

Buku Siswa SD/MI Kelas III

Ayo Ber cerita

Kamu pasti pernah melakukan kegiatan saat waktu luang. Misalnya, saat sekolah libur.

Ceritakan dengan jujur kegiatan di hari minggumu yang biasa kamu lakukan! Pastikan kegiatan itu dapat membuatmu sehat dan bermanfaat!

Kegiatan Bersama Orang Tua

Orang tua bercerita secara jujur tentang pengalamannya membuat lingkungan sekolah indah dan rapi.

Subtema 2: Kewajiban dan Hakku di Sekolah **8**

Fig. 13. Syntax 6, Learning 2

Buku Siswa SD/MI Kelas III

Subtema 2 Kewajiban dan Hakku di Sekolah **5**

Pemetaan Kompetensi

Bahasa Indonesia	IPS
3.3 Menerencanakan kegiatan yang melibatkan bekerja sama dengan teman sekelas, kelompok, dan masyarakat lainnya.	1.2 Mengungkap kegunaan dan hak sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.
4.1 Berpartisipasi aktif dalam kegiatan sosial dan budaya di lingkungan sekolah, masyarakat, dan bangsa.	2.2 Menjelaskan konsep dan hak sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.
4.2 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.	3.2 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.
4.3 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.	4.4 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.

Materi Pokok

3.3 Menerencanakan suatu kegiatan yang melibatkan bekerja sama dengan teman sekelas, kelompok, dan masyarakat lainnya.

4.1 Berpartisipasi aktif dalam kegiatan sosial dan budaya di lingkungan sekolah, masyarakat, dan bangsa.

4.2 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.

4.3 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.

4.4 Menjelaskan hak dan kewajiban sebagai warga berkeadilan yang bertanggung jawab sebagai warga negara.

Subtema 2: Kewajiban dan Hakku di Sekolah **9**

Fig. 14. Learning 5

Buku Siswa SD/MI Kelas III

Ayo Membaca

Setiap anak berhak merasa nyaman berada di sekolah. Mereka berhak diperlakukan dengan baik.

Bacalah teks berikut dengan nyaring!

Aku Ingin Senang di Sekolah

Setiap warga sekolah wajib membuat sekolah menjadi tempat yang menyenangkan. Guru dan siswa ingin merasa bahagia di sekolah. Udin dan teman-temannya juga ingin senang saat berada.

Subtema 2: Kewajiban dan Hakku di Sekolah **10**

Fig. 15. Syntax 1, Learning 5

Buku Siswa SD/MI Kelas III

Di sekolah, Kepala Sekolah memberi saran kepada Udin dan teman-temannya. Berikut saran Kepala Sekolah.

- Berteman dengan siapa saja
- Saling berbagi
- Saling menghormati
- Saling membantu dan bekerja sama
- Hormat kepada guru dan sayang teman
- Menaati aturan sekolah

Udin dan teman-temannya mengikuti saran Kepala Sekolah. Sekarang setiap siswa berteman dengan siapa saja. Siswa selalu berbicara dengan sopan. Siswa tidak segan mengucapkan terima kasih kepada siapa pun. Siswa juga selalu meminta maaf jika berbuat salah. Udin merasa senang berada di sekolah.

Pahami kembali teks di atas!

Jawablah pertanyaan-pertanyaan berikut!

- Tuliskanlah satu kalimat saran yang terdapat pada teks!
- Apa maksud kalimat saran di atas?

Subtema 2: Kewajiban dan Hakku di Sekolah **11**

Fig. 16. Syntax 1.1, Learning 5

- Tuliskan kalimat saran lainnya!
- Jelaskan maksud saran yang kamu tulis!

Ayo Berdiskusi

Udin melihat Beni dan Dayu tidak melaksanakan tugas piket. Kelas masih kotor dan papan tulis yang masih banyak tulisan belum di hapus, sementara itu pembelajaran sudah akan di mulai. Apa yang harus Udin lakukan?

Berilah saran untuk Udin! Tuliskan sarannya!

Saran 1	Saran 2
Saran 3	Saran 4

Teman Udin yang tidak piket

Subtema 2: Kewajiban dan Hakku di Sekolah **12**

Fig. 17. Syntax 2, Learning 5

Ayo Menulis

SD Nusantara ingin siswanya merasa senang di sekolah. Mereka membuat daftar kewajiban dan hak sebagai warga sekolah.

Lengkapi tabel berikut ini!

Kewajiban	Hak
Berterima kasih; membantu siapa saja yang membutuhkan	Siswa berhak dibantu
	Siswa berhak didengar saat berbicara
	Siswa berhak disapa dengan lembut
	Siswa berhak didaakan
	Siswa berhak barang pribadinya aman
	Siswa berhak memiliki teman

Subtema 2: Kewajiban dan Hakku di Sekolah **13**

Fig. 18. Syntax 3, Learning 5

Table 3. Media Expert Assessment Scores

No	Aspect	Validator I	Validator II	Validator III
1	General View	4.8	4.4	4.6
2	Special View	4.2	4.6	4.8
3	Media Presentation	4.2	4.4	4.8
Average Score			4.5	
Category			Very Valid	

Table 4 shows the result of the Material Expert Assessment Score for three different validators.

Table 4. Material Expert Assessment Score

No	Aspect	Validator I	Validator II	Validator III
1	Relevance	3.6	4.4	4.6
2	Accuracy	4.2	3.8	3.8
3	Suitability of Servings with Learning Demands for Students	4.6	4.4	4.6
Average Score			4.2	
Category			Very Valid	

Based on Table 4, the average score from validator I, validator II, and validator III among media experts including appropriateness of language and graphics reached 4.2 with the very valid category.

The validation process for the designed book involved assessments by media and content experts. Media experts evaluated aspects such as general and special views, as well as media presentation, yielding an average score of 4.5, categorized as very valid. Similarly, content experts assessed relevance, accuracy, and suitability with student learning demands, resulting in an average score of 4.2, also categorized as very valid. These findings indicate that the book meets high standards of validity in terms of both media and material aspects, making it suitable for educational use.

D. Implementation

After this student book has been deemed suitable for use by the experts, it can be implemented in the learning activities. The trial of the student book was conducted at Muhammadiyah Ambarbinangun Elementary School with the subjects being third-grade students. The trial involved 30 students.

In this implementation, students can work individually or in groups. Individual learning occurs when they work on exercises that require student independence. At the beginning of the learning process with the student book, students had difficulty understanding the material. However, with the teacher providing gradual explanations, the students were able to comprehend and engage in learning effectively. During this trial, the teacher serves as a facilitator to guide students in the learning process. This was evident when students encountered difficulties while solving the problems in this student book. At the end of each session, the researcher conducted a learning

outcome test to assess student abilities after using the module. After administering the learning outcome test, students were asked to complete a response questionnaire, which yielded the following results.

Table 5. Analysis Results of Student Response Questionnaire

Aspect	Social Care	Honest	Responsibility
Average	4.4	3.9	4.5
Overall Average	4.3		
Category	Very Practical		

Based on Table 5, the student book developed has an overall average of 4.3 in the very practical category.

E. Evaluation

The main purpose of this evaluation is to ensure that the books produced are suitable for use in learning activities. Evaluation of the book development process begins with giving a pretest to students before the book implementation stage. Furthermore, the researcher also gave a posttest to assess student learning outcomes after learning using this book. The effectiveness of the book can be seen from the pretest and posttest data which were analyzed using the paired sample t-test. The steps to determine the effectiveness of the book begin with normality testing to ensure whether the pretest and posttest data are normally distributed or not. The results of the normality test are presented in Table 6.

Table 6. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.110	30	.200*	.969	30	.508
Posttest	.124	30	.200*	.949	30	.161

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on Table 6, the Shapiro-Wilk significance value with pretest data $0.508 > 0.05$ and posttest $0.161 > 0.05$. So it is concluded that the two data are normally distributed. After that, the researcher then carried out the Paired Sample T-test using SPSS-25 software. The results of the Paired Sample T-test are presented in the following table.

Table 7. Paired Sample Test Results

	Paired Samples Test									
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
	Lower	Upper								
Pair 1	Pretest - Posttest	-22.80000	11.40599	2.08244	-27.05907	-18.54093	-10.949	29	.000	

Based on the table 7 above, the sig. (2-tailed) is $0.000 < 0.05$, so H_0 is rejected so there is a difference in student achievement before and after learning using the textbook. Furthermore, to determine the increase in student learning achievement, it can be calculated using the N-Gain formula as in equation 1 below.

$$\langle g \rangle = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{MI}} - S_{\text{pre}}} = \frac{78,2 - 55,4}{100 - 55,4} = \frac{22,8}{44,6} = 0,51 \dots\dots\dots (1)$$

Based on Equation 1, it can be seen that the N-Gain result is 0.51 in the medium category.

Discussion

This study aims to develop a student book designed to instill the characteristics of social concern, honesty, and responsibility in third-grade students at Muhammadiyah Ambarbinangun Elementary School. A total of 30 students from one class were selected to participate in the trial use of this book. The method used in this research is a type of Research and Development (R&D) that adopts the ADDIE development model by Branch [33], which serves as a guideline in the development process of the student book.

The first stage, Analysis, begins with reviewing the relevant curriculum to determine the appropriate material for the student book to be developed. This stage also includes an analysis of student characteristics conducted through interviews with the third-grade teacher at Muhammadiyah Ambarbinangun Elementary School. This step aims to understand the problems faced in the learning process and the specific needs of students, ensuring that the developed book effectively achieves the goal of character formation.

The design stage involves organizing the content framework of the student book, starting from the cover page, preface, and table of contents, to other essential sections such as motivational quotes, discussion material, animated images, exercise questions, and author profiles. Each element in the book's design is carefully considered to engage students and reinforce the character material intended to be instilled. A well-thought-out design is expected to make this book not only visually appealing but also informative and inspiring for students.

In the development stage, the designed student book module is then validated by media and content experts. Validation was conducted by two lecturers from PGRI University Yogyakarta and a teacher from Muhammadiyah Ambarbinangun Elementary School, with the media expert providing an average score of 4.5, categorized as very valid. The content expert received an average score of 4.2, also categorized as very valid. The validation results indicate that the student book meets the standards for use in teaching, with some adjustments.

The Implementation stage involves testing the product with 30 third-grade students at Muhammadiyah Ambarbinangun Elementary School. This trial aims to assess student responses to the developed book, where the questionnaire results indicate an average student response

score of 4.3, meaning the book is categorized as very practical for use. Additionally, to evaluate the book's effectiveness, students were given a pretest to measure learning achievement before using the book and a post-test to measure learning achievement after using the book.

The Evaluation stage, through paired test analysis, also shows significant results, with a p-value of $0.00 < 0.05$, indicating that this book is effective in improving students' learning achievements. Furthermore, an N-Gain test was conducted to determine the improvement in student learning achievement. The N-Gain test results obtained a score of 0.51, categorized as a moderate improvement. After going through the refinement process, this student book aimed at instilling the characteristics of social concern, honesty, and responsibility is deemed ready for dissemination and use in teaching. Overall, based on the validation results from media and content experts, this book is categorized as valid, practical, and effective for use in the teaching and learning process. This finding aligns with the other research [37],[38],[39].

Conclusion

Based on the results and discussion, it can be concluded that the student book aimed at instilling the characteristics of social concern, honesty, and responsibility in third-grade students at Muhammadiyah Ambarbinangun Elementary School was developed using the ADDIE model through a development procedure that consists of: analysis of the curriculum and materials adjusted to the school curriculum, the learning situation and conditions, as well as student characteristics; design of the book and preparation of the instruments; development of the design into a prototype and validation; implementation of the product to assess practicality; and evaluation of deficiencies related to the validity, practicality, and effectiveness of the book.

Conflict of Interest

The authors declare that there is no conflict of interest.

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