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ABSTRACT

In this globalization era, young generations are having problems regarding the love of the country character. The purposes of this research were (1) analyzing students' need on an entertaining module; (2) analyzing students' need on learning with ethnosciences approach; and (3) analyzing students' need on building the love of the country character. This research is qualitative research involving 5th-grade students of IT Umar bin Khattab Elementary school as the subject. A purposive sampling technique used, where the research instruments included questionnaires, interviews, and documentation studies. The data analysis involved several steps, namely, data reduction, categorization, validity checkings, interpretation, and inferences. The result of this research showed that the government and particular publisher distributed the learning material used by students. The 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 stories, picture, and fun activity. However, based on the result, the edutainment module with ethnosciences approach was needed for improving students' love of the country character.

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

INTRODUCTION

The progress of a nation can be determined by how its people's characters formed. Character building is critical since the quality of society will affect the dignity and the progress of a country. This statement is in line with Ir. Soekarno's assertion that the pride, development, and glory of Indonesia depends on the character building of Indonesian itself. Moreover, Indonesia is still experiencing difficulties in building character due to

the globalization era, where everyone can disseminate and access information all over the world easily and quickly. One of the qualities which still finds obstacle in its development is the love of the country character.

The love of the 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 love of the country character is one of the aspects that need to be developed in elementary school as Indonesia is a multicultural country. Meanwhile, Indonesian

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quality of the love of the country is relatively still low because parents are not maximal in instilling this quality to their children at an early age.

Furthermore, the indicators of the love of the country include: (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 contribution of Indonesia's sea and its resources for all nations around the world. Unfortunately, the love of the country character itself started to fade for the young generation.

The declining of the love of the country is alarming for the future of the young generation. Based on the records from CIRC (2019), 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 (2016), the visit growth of tourists from the Asia Pacific to foreign countries reaches 6% per year until 2021, in which the number of Indonesian tourists would be about 10.6 million. The report shows that Indonesians are more interested in traveling abroad than in local areas. This report is an indication of not admiring Indonesia geographical location as one of the indicators of the love of the country. 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 the young generation mostly prefers Korean culture to Indonesian culture nowadays. Tondo (2009) explains that the local language is currently on the verge of extinction due to the lessened of its original speakers. This explanation indicates that the local language needs to be revived again to build the love of the country in society. Brata (2016) stated that local culture could serve as an adhesive for a nation's identity in facing globalization era. According to Wanabuliandari et al. (2018), the decrease of flora, fauna, and forest in Indonesia is a signal of Indonesian less concerned about the environment. Curriculum 2013 sets culture as a developed component from the elementary school level up to high school (Sarwanto et al., 2014) Therefore, the government should pay more attention to character building of the love of the country since an early age.

Samani et al. (2012) explain that the implementation of character education in Indonesia is critical due to the situation of society and edu-

cation. Discipline, orderliness, queue culture, reading behavior, clean and healthy lifestyle, and the culture of appreciation has begun to fade. The feeling to be proud of the identity and richness of local culture is alarming. This phenomenon happens because foreign products and cultures affect Indonesian life.

Someone's attitude and behavior can define one's character or personality. However, the Indonesian action will represent Indonesian quality. People who have positive viewpoints and practices (excellent) will form a good character as a strong foundation of the nation. Education has a central role in developing the quality of a country. Rokhman et al. (2014) say that education serves as the center of excellence in preparing human's excellent characters. Susilo et al. (2018) argue that good culture of a school will support the quality of its students. Atmojo et al. (2018) state that local wisdom-based learning can help in reconstructing problems and increasing student knowledge. The use of cultural values in education can develop ethical socio-cultural values for students (Rohman & Mukhibat, 2017). The early building of good characters, especially the love of the country character, will produce young generation whose own more appreciation on their culture than the foreign culture. If the love of the country quality is well-built, it will reduce firmly inherent to the next young generation's mind and soul. Therefore, the teacher needs to take part as one of the essential components in building the character.

One of the critical components in building the love of the country quality is a teacher. Professional teachers should always try to foster the love of the country character, both in and beyond the learning. Teacher can foster the love of the country in the learning process through the help of teaching materials used by the learner. One of the teaching materials that can help teachers in building the love of the country character is the module. Syahroni et al. (2016) explain that a module has more advantage compared to textbooks. The module presents two-way communication, clear structure, friendly, and motivating. Moreover, it has a self-instruction component so that learners can use it independently. Ping & Osman (2019) state that modules can assist students in arguing. Systematically arranged modules help learners to achieve their learning objectives.

Observation results from 10 schools in Kudus Regency, which taken randomly showed that there was no learning material which helped to develop the love of the country quality to the students. The available learning material was only

from the government, and it did not include the local cultural elements from each area, which were related to the learning material. Therefore, it is imperative to develop a learning material that oriented to the love of the country character based on local cultural elements. Recently, we are developing an edutainment module with ethnosience approach. Ardianti et al. (2017) stated that it is necessary to use edutainment at the elementary level as the natural nature of elementary school students is playing. Fun activities in this module can serve as the introduction of cultural content through a comic or picture story. Connecting cultures with fun activities help learners to create meaningful learning. This statement is in line with Ardianti et al. (2017), which stated that the use of teaching materials from the environment could make learning more meaningful because the content was real. The developed modules have ethnosience approach which, according to Rahayu & Sudarmin (2015), is an activity of transforming between fundamental science and exact science. The essential science knowledge consists of all the pertinent intelligence about the facts of society. The insight comes from the social trust that runs from generation to generation. Ethnosience develops a science learning that incorporates cultural content from the community into a learning activity.

The module utilizes local culture elements in the learning activities section. Wihyanti et al. (2018) stated that diverse local culture could be a challenge as well as an opportunity for schools to build nationalism. Local cultural elements developed in the module can be either local wisdom or local excellence. Setiawan et al. (2017) state that the module can serve as a teaching material that connects science with local advantage (local wisdom). The learning process with modules which relate to real conditions in the environment with learning materials will create meaningful learning. It is in line with Andriana et al.'s (2017) opinion that the use of teaching materials based on local excellence can make teachers easier to engage students' interest and focus on the learning process as it relates directly to daily life. Khoiri (2016) states that learning by connecting regional excellence with teaching materials help students in achieving learning objectives. The use of ethnosience-oriented edutainment modules can create meaningful learning and improve the love of the country character. Thus, the students will become more familiar with and admire the culture around them so that it will give a positive impact on fostering the love of the country character.

The researcher selected SD IT Umar Bin Khattab as the setting of this study. SD IT Umar Bin Khattab was chosen as research's location because SD IT Umar Bin Khattab is a school implementing full-day school system. This system requires the students for staying in school full day long. Through the implementation of the full-day system, students will be able to concentrate on the learning activities. The time allotment for learning at SD IT Umar Bin Khattab is from 07.00 WIB until 15.30 WIB with a curriculum content 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 love for the country character.

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

METHODS

This qualitative approach 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 qualitative data gained from distributing questionnaires as well as conducting interviews and documentation. The data collection process used questionnaires and interviews with the teachers and students as well as documentation studies.

The data analysis process involved data reduction, categorization, validity checking, interpretation, and inferences. This research used sources triangulation and techniques triangulation to check the data validity. Subjects in this study were teachers and students at IT Umar Bin Khattab Elementary School as an Islamic school. In this study, the topics chosen 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 data collection techniques 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 related to the schools learning, love of the 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 let-

ters from the institution, while personal records 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, fieldwork stage, and data analysis phase. In the pre-field stage, there were six stages of activities done considering the ethics of field research. The six steps 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 fieldwork consisted of three phases: 1) Understanding the background of the research and self-preparation, 2) Entering the field, and 3) Taking part in collecting data.

The data analysis included the process of induction, reduction, and categorization. In the induction phase, the researcher collects and presents the pile of data in the early stages. The researcher presented the data using direct quotes from the subject's point of view represented in their language or sentence. Data reduction phase means removing the data from interviews and observations that were not related to the research and choosing and collecting essential things related to the study. The categorization stage is to sort categories by sifting through each unit of the data into groups having similarities. The next step is reading back the results of the data analysis in general to get a conclusion. Additionally, the technique of checking the validity of the data in this study is triangulation.

RESULTS AND DISCUSSION

Indonesia excelled as a country with numerous tribes, culture, and natural resources. However, primary school students do not become fully aware of this diversity. Atmojo (2015) argued that Indonesia was a country rich in the local culture. Unfortunately, the young generation does not comprehend the local culture. Hence, understanding character education, especially the love of the country, should start from an early age through the teaching materials. The purpose of this research was to analyze the need of edutainment module with ethnoscience approach. The study 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 researcher used questionnaires and interview to collect the data. The researcher distri-

buted questionnaire sheets to the students and guided them to fill the questionnaire. The following are the results of the questionnaire distributed to the students.

The Need for Entertaining Module

Nastiti et al. (2018) said that the modules in the school were not able to express knowledge thoroughly. Module became one of the learning materials which had self-instruction characteristic so that students could use it independently. Not only self-instruction but the module also had user-friendly feature, so the students felt comfortable with the module. Rosyidah et al. (2013) stated that a useful module was a module that uses language that was following the level of development of students. Besides, Alfiriani & Hutabri (2017) noted that it was necessary to examine the developing module for its practicality to know whether it was suitable as a learning material for students or not. The questionnaire based on an analysis of the need on entertaining module had results as follow in Table 1.

Table 1. The Questionnaire's Statement of the Needs of the Entertaining Module.

The Questionnaires Statement	
(1)	I prefer reading a comic to school book.
(2)	I prefer reading school book to comic.
(3)	School book makes me interested in learning.
(4)	School book makes me uninterested in learning.
(5)	I like to read a printed book more than the e-book.
(6)	I like to read e-book more than the 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 a school book.
(10)	I can learn independently without any help from the teacher and school book.
(11)	Even though I learn from the books given by the teacher, I cannot learn independently and still need the 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

Table 2 presents the questionnaire's result of the needs of entertaining module presented.

Table 2. The Analysis' Results for 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 indicated that the availability of teaching materials in school was still limited. Students expected to learn using teaching materials equipped with a variety of fun activities with an attractive design and easy-to-understand content. Ntobuo et al. (2018) argued that learning media, which presented many images and colors, affected the learning process, and increased students' interest in learning. The results of the questionnaire indicated that the overall students liked the colorful material and illustrations or drawings. Students also had an interest in reading comic books or stories. Besides, the module should explain the content clearly. The module should have 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 to Khusniati (2014), developing ethnoscience learning required reconstructing the original science into modern science (western science) or science. It is imperative to introduce ethnoscience to elementary school students and integrate it into learning. Yunus (2013) stated that the use of local wisdom-based educa-

tion could stimulate national character building. This statement was due to the increasing number of problems showing the lack of understanding of students to local wisdom and local excellence in their respective areas. This phenomenon is resulting in the decreasing of the love of the country character. According to Dwianto et al. (2017), some people ignored local excellence (local wisdom) because the knowledge of foreign nations was more powerful and useful. This phenomenon happened since local distinction was a genuine knowledge of the community. Here is the questionnaire for the need for Learning Development with Ethnoscience approach for students in grade 4 of the elementary school in Table 3 below.

Table 3. The Questionnaire's Statement of the Needs of Learning Development with Ethnoscience Approach

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

Table 4 presents the questionnaire results for the need of learning development with ethnoscience approach

Table 4. The Questionnaire Results 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 showed that as many as 80% of students expressed a love of learning that presented a real example in the environment. Learning by using real examples provide meaningful learning. This finding is in line with the opinion of Atmojo (2012) that was science-based teaching of ethnosciences was believed to change the learning from Teacher-Centered Learning to Student-Centered Learning, creating contextual, and meaningful learning. Sa-

putra et al. (2017) stated that local wisdom-based learning made students had a chance to apply science concept in daily life. The questionnaire results also showed that 80% of students could not link science knowledge with local excellence in their area. This phenomenon happened because the teacher did not connect the subject matter with examples of local excellence in the environment.

The Need to Develop the Love of Country Character

The love of the country character is a way of thinking, acting, and doing that shows loyalty, awareness, and high appreciation for the language, the physical environment, social, cultural, and political nation. The indicators of this quality include: (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 for the world, and (6) admiring Indonesia's sea contribution and its resources for the nations around the globe. The following table presents the questionnaire of the needs of developing the love of the country character.

Table 5. The Questionnaire's Statement of the Needs of Developing the Love of the Country Character

The Questionnaires 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 the 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

Table 6 presents the analysis results of the questionnaire distribution of needs to develop the love of the country characters.

Table 6. The Results of the Questionnaire Analysis of the Needs to Develop the Love of the Country Character

Statement	Respond Percentage (%)		
	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 the needs to develop the love of the country showed that there were 60% of students expressed that they disliked following the traditional activities in the region. This result is alarming since the regional culture is the basis of the nation's culture, which serves as one of the forms of the love of the country. Wanabuliandari et al. (2018) state that the Local culture will help in instilling the love of the country. Similarly, Hartini et al. (2018) state that local wisdom plays an essential role in national development.

The Interview Research to Teachers

A primary school teacher has a significant role. Primary school teachers do not only deliver materials and assign tasks to their students, but

primary teachers also play a vital role as educators. Teachers in elementary schools should be able to instill good qualities for elementary school students as early as possible since it is an initial foundation of forming the characters, especially the love of the country character.

This research discussed building the love of the country and how an Islamic school in Kudus carried out this quality. This study determined Islamic school as a school that prioritized the inculcation of Islamic values than other values. This school also taught the application of the practice of mandatory worship and Sunnah and the use of Islamic values in everyday life. The interview with the teacher served as the data checking with students' questionnaire result. The results of interviews with teachers at the IT Elementary School Umar bin Khattab showed that the elementary school had its policy regarding the learning process given to students, both formal and nonformal learning. The system applied the inculcation of Islamic values in schools.

However, since the school was under the Department of Education supervision, Elementary School of IT Umar Bin Khattab had to follow and implement the rules of the local Education Office. One of them was the activity of fostering the character to love the country. IT Umar bin Khattab Elementary school was a school with an Islamic background that prioritized Islamic values compared to other regular schools. The love of the country character in the school with Islamic environment represented in routine through flag ceremonies on every Monday. The students acted as the paskibra by turns. In addition to flag ceremonies every Monday, IT Umar bin Khattab Elementary school also performed ceremonies on national holidays such as Education Day and Indonesia Independence Day on 17th of August. Introducing *angklung* as school activity club every Saturday was a way to promote the love of the country character. Also, visiting the Jenang Museum in Kudus was another activities to raise the love of the country. Nevertheless, the provision of supporting infrastructure facilities and the evaluation and follow-up to the success of the character education of the love of the country were minimum. It caused the love of the country character was still not entrenched in these schools.

Besides, based on the results of interviews, the learning process was carried out by the facilities and infrastructure in the school. The teaching materials used were mostly the book from the government and certain publishers as a guide for teachers.

The teachers conveyed that elementary school still experiencing some obstacles. One of the challenges experienced was the availability of teaching materials. We know that teaching material as an essential component in learning that determines the quality of education. Some of the content 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 show some examples of the Kudus environment as a real-world learning implementation. Nailiyah et al. (2016) stated that teaching material based local culture enables students to understand the surrounding environment scientifically. Teaching materials presenting regional excellence can enhance the love of the country character to students. The teachers stated that building of country character needed to be improved because some students tended to accept foreign culture without any selection easily. Samani et al. (2012) explain that the implementation of education of character in Indonesia is necessary because of the situation of society and education. It means that we need to develop a module for students. The use of a module can boost the love of the country character in Indonesia since it as a multicultural country (Wanabuliandari et al., 2018). Besides, students can use modules independently so that they are not dependent on others. Systematically arranged modules help students to 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. It is necessary to develop the education of character building, especially the love of the country character, through the teaching materials. Therefore, it is significant to create edutainment module with ethnoscience approach, which presents cultural content both local wisdom and local advantage which can entertain student so it can foster the love of the country character.

CONCLUSION

Based on the questionnaire data of students' needs, the researcher can conclude that there is a student's need for an entertaining module, for the development of learning ethnoscience-oriented, and for building the love of the country. The result is also following the conclusion of interviews with teachers which indicate the availability of teaching materials that are enter-

taining by incorporating cultural elements to help them improve the love of the country 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 for edutainment module with ethnoscience approach serves as one of the references in learning science in elementary school to develop the love of the country character.

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