



## **DEVELOPMENT OF LITERACRAFT-BASED SOCIAL STUDIES MODULES TO INCREASE ENVIRONMENTAL RESPONSIBILITY BEHAVIOR OF GRADE V ELEMENTARY SCHOOL STUDENTS**

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### **Abstract**

*The problems that occur in grade V elementary school students are related to their knowledge and understanding of the environment and their awareness of the importance of preserving the environment. This research is only focused on grade V elementary school students, and discusses the development of LiteraCraft-based modules as a solution in improving students' knowledge and understanding of the environment and increasing students' responsibility of environmental behavior. This research uses the R&D method with the ADDIE model which includes analysis, design, development, implementation, and evaluation. Conducted at SDN 09 Sungai Nanam, this study collected data from interviews, tests, and questionnaires during the first semester of the 2023/2024 school year. The research results showed positive results. The expert assessment stated that the media, language, and material of the module were very good. The correctness of the material, feasibility of presentation, and technical quality are the highest aspects. Small group trials with 5 students showed the module was good and appropriate, with efficiency as the highest aspect. Field trials with 20 fifth grade students showed excellent results, with participation in environmental conservation as the highest aspect. The attitude test with 28 students showed the module was very appropriate, with respect for the earth as the highest aspect. T-test showed a significant difference in environmental responsibility behavior before and after using the module. The N-Gain test showed a 61.3% increase in students' environmental responsibility scores*

*Keywords: Literacraft; Environmental Responsibility Behavior; Fifth Grade Students*

### **Abstrak**

*Permasalahan yang terjadi pada siswa kelas V SD adalah terkait dengan pengetahuan dan pemahaman siswa terhadap lingkungan hidup serta kesadaran siswa terhadap pentingnya menjaga kelestarian lingkungan hidup. Penelitian ini hanya difokuskan pada siswa kelas V SD, dan membahas tentang pengembangan modul berbasis LiteraCraft sebagai solusi dalam meningkatkan pengetahuan dan pemahaman siswa terhadap lingkungan hidup serta meningkatkan tanggung jawab siswa terhadap perilaku lingkungan hidup. Penelitian ini menggunakan metode R&D dengan model ADDIE yang meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Dilaksanakan di SDN 09 Sungai Nanam, penelitian ini mengumpulkan data dari wawancara, tes, dan angket selama semester ganjil tahun ajaran 2023/2024. Hasil penelitian menunjukkan hasil yang positif. Penilaian ahli menyatakan bahwa media, bahasa, dan materi modul sangat baik. Kebenaran materi, kelayakan penyajian, dan mutu teknis merupakan aspek tertinggi. Uji coba kelompok kecil dengan 5 siswa menunjukkan modul sudah baik dan sesuai, dengan aspek efisiensi sebagai aspek tertinggi. Uji coba lapangan dengan 20 siswa kelas V menunjukkan hasil*

*sangat baik, dengan aspek partisipasi dalam pelestarian lingkungan hidup sebagai aspek tertinggi. Uji sikap dengan 28 siswa menunjukkan modul tersebut sangat sesuai, dengan rasa hormat terhadap bumi sebagai aspek tertinggi. Uji-t menunjukkan perbedaan yang signifikan dalam perilaku tanggung jawab lingkungan sebelum dan sesudah menggunakan modul. Uji N-Gain menunjukkan peningkatan 61,3% dalam skor tanggung jawab lingkungan siswa*

*Kata Kunci: Literacraft; Perilaku Tanggung Jawab Lingkungan; Siswa Kelas Lima*



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## INTRODUCTION

Based on the results of a preliminary study through interviews at SD 09 Sungai Nanam, it is known that there are problems found, namely the lack of learning media in schools and teaching and learning activities are still monotonous using package books at school, therefore it is necessary to innovate module development to increase responsibility of environmental behavior on students. In addition, there is still limited knowledge and understanding of students about the environment and low awareness of students to preserve the environment. Ideally, grade V elementary school students have sufficient knowledge about the environment and the impact of human activities on the environment, and have a high awareness to preserve the environment through green behavior behavior.<sup>1</sup>

This is because there is no guidebook related to the application of responsibility of environmental behavior in social studies subjects, so independent teaching materials are needed in the form of modules for the implementation of responsibility of environmental behavior development which are included in social studies subjects, so that students can support sustainable development education about the environment since elementary school.<sup>2</sup> The development of responsibility of environmental behavior in the social studies learning module can be based on literaCraft, because literaCraft is a guide between knowledge, crafts and literacy that contains Craft in it.<sup>3</sup> The development of literaCraft-based modules to increase the responsibility of environmental behavior of grade V elementary school students is unique in its approach. This module is designed using the literaCraft approach, which is an approach that integrates literacy

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<sup>1</sup> Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Remaja Rosdakarya, 2018).

<sup>2</sup> Hafis Muaddab, "Membangun Responsibility of Environment Behavior dan Good Citizenship Melalui Pendidikan Ekonomi," *MahaStudent Program Magister Pendidikan Ekonomi Universitas Negeri Malang Pengajar Ekonomi Akuntansi di SMKN 1 3*, no. 2 (2021).

<sup>3</sup> R. Kurniasari and Windu Mandela, "Menumbuhkan Responsibility of Environment Behavior Student Melalui Strategi Tandır Berbasis Proyek dalam Pembelajaran IPS," *STKIP Sebelas April Sumedang* 3, no. 2 (2019).

and creativity skills.<sup>4</sup> In addition, this module also integrates environmental concepts in literacy activities carried out in the classroom. The results of the preliminary study show in this study that there are still shortcomings in teaching about the environment and environmental sustainability in schools, so that students' knowledge about the environment is still limited and their awareness to maintain environmental sustainability is still low.<sup>5</sup> The novelty of this research lies in the use of literaCraft-based in module development to increase the responsibility of environmental behavior of grade V elementary school students. In addition, this module is also focused on integrating environmental concepts in literacy activities carried out in the classroom.<sup>6</sup>

Nu'man & Noviati's study aims to test attitudes, subjective norms and behavioral control as determinants of intention to use plastic bags and straws.<sup>7</sup> The difference with the research that the researcher will conduct is that it uses a literaCraft-based social studies module to increase responsibility of environmental behavior. Research results of Imron et al., The results of the first hypothesis test showed that students' environmental knowledge of responsibility of environmental behavior was positively and significantly related to environmentally responsible behavior.<sup>8</sup> Environmental knowledge is one of the factors that affect responsibility of environment behavior. However, the difference with the research that the researcher will conduct is that it uses a literaCraft-based social studies module to increase responsibility of environmental behavior.

Environmental knowledge has a direct and significant effect on the responsibility of environmental behavior.<sup>9</sup> These results indicate that the value of the environment is getting better with the increase in knowledge about the environment. However, the difference with the research that the researcher will conduct is that it uses a literaCraft-based social studies module to increase responsibility of environmental behavior.<sup>10</sup> Thus, the increase in knowledge can increase the value of the environment and ultimately this value of the environment helps in increasing responsible behavior. However, the difference with the research that the researcher will conduct is that it uses

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<sup>4</sup> Andi, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Diva Press, 2021).

<sup>5</sup> Muhammad Faizin, S.R. Handayani, and Selfiani, "Pengembangan Modul Pembelajaran IPS Berbasis Multikultural untuk Student SD," *Jurnal Papeda* 5, no. 1 (2023).

<sup>6</sup> R. Nurfarida and A. Hasanah, "Perilaku Responsibility of Environment Behavior dengan Pembelajaran Ekoliterasi Pendidikan Karakter Anak Usia Dini," *Jurnal Studi Islam Lintas Negara (Journal of Cross-Border Islamic Studies* 3, no. 2 (2021).

<sup>7</sup> Thobagus Mohammad Nu'man and Nur Pratiwi Noviati, "Perilaku Sadar Lingkungan Dalam Perspektif Theory of Planned Behavior: Analisis Terhadap Intensi Penggunaan Kantong Dan Sedotan Plastik Pada Mahasiswa," *Jurnal Ecopsy* 8, no. 2 (October 30, 2021): 165, <https://doi.org/10.20527/ecopsy.2021.10.016>.

<sup>8</sup> Khasani Imron et al., "Responsible Environmental Behavior of STDI Students Toward the Environment," *Jurnal Desain: Kajian Bidang Penelitian Desain* 1, no. 1 (2021): 25–31.

<sup>9</sup> M. Liulinnuha and S. Umma, "Pengenalan Responsibility of Environment Behavior Melalui Literacy pada Student MI," *Premiere: Journal of Islamic Elementary Education* 4, no. 1 (2022), <https://doi.org/10.51675/jp.v4i1.299>.

<sup>10</sup> S. Magafira, *Studi Eksperimen Pengembangan Responsibility of Environment Behavior Melalui Literacraft terhadap Pembentukan Sikap Peduli Lingkungan Hidup Peserta Didik di MI NU Banat Kudus Tahun Ajaran 2016/2017* (STAIN Kudus, 2017).

a literaCraft-based social studies module to increase responsibility of environmental behavior. Research.

One example of a student's attitude that loves the environment is buying environmentally friendly products. The better the attitude of students towards green products, the more motivated they will be to buy green products.<sup>11</sup> It can be seen that the difference from the research that the researcher will conduct is using a literaCraft-based social studies module to increase responsibility of environmental behavior.<sup>12</sup> So the newness in the research that will be carried out is the development of a literaCraft-based social studies module to increase the responsibility of environmental behavior of grade V elementary school students so that it is expected to produce students who are not only intelligent in knowledge, but also intelligent in affective, namely being able to feel and care to then be intelligent in psychomotor in the knowledge and understanding expected of this learning objective, namely the use of modules as a learning medium carried out through Social Science learning in elementary schools. So it is hoped that students will be able to recognize problems that arise as a result of indifference to the environment, understand well and empathize so that an understanding arises in them to develop environmentally friendly behavior, care about the environment, and carry out "responsibility of environment behavior" which is achieved through the Social Science learning process.<sup>13</sup> Therefore, the research that will be carried out is expected to provide solutions and innovations in increasing the responsibility of environmental behavior of students, especially in grade V of elementary school. To achieve this goal, this research will look at the novelty of the development of literaCraft-based modules as a learning medium that can increase students' green vision of the environment.

The urgency of this research is seen because there are still many elementary school students who are not aware of the importance of responsibility of environmental behavior in the environment, the only way to overcome environmental damage today is to change the way humans view and change their behavior towards nature. In order to create a student who cares about the environment and has green behavior, it is necessary to have a character formation process that is instilled from an early age, the important reason for early childhood to explore nature is because early childhood is actually an active learner who is close to the natural

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<sup>11</sup> M. Yusup, Kistiono, and M. Ariska, "Strategi dalam Green Education untuk Melahirkan Manusia dengan Green Behavior," *Inovasi dan Pembelajaran* 3, no. 2 (2022).

<sup>12</sup> T. Rustini and Fadillah Anissa Febrianti Yunisa Sapphira Titalia, "Peran Pembelajaran IPS dalam Membangun Responsibility of Environment Behavior MahaStudent PGSD UPI Cibiru Angkatan 2022," *Pendidikan Guru Sekolah Dasar* 3, no. 2 (2022).

<sup>13</sup> Ahmad Susanto, *Pengembangan Pembelajaran IPS di Sekolah Dasar* (Kencana Perdana Media Group, 2018).

environment.<sup>14</sup> Learning materials related to environmental education can be delivered with literaCraft so that students become more knowledgeable in terms of knowledge, as well as develop the attitudes and skills needed to develop. This literacy process is very important to be developed in students, because if students are involved in literacy, the teacher gives students something to do with literacy.<sup>15</sup> At this stage, students understand the information that must be conveyed to other students. So, the more books read, and the writing produced in literaCraft, the more perfect students' literacy will be. The element of responsibility of environmental behavior is an aspect to be learned and practiced and create Craft through the literaCraft module in the formation of environmental care attitudes.<sup>16</sup>

Yusliani & Yanti, which showed that overall, based on the results of the research carried out, the integrated learning module of environmental literacy is valid for use after validation tests are carried out by several experts including media, language, material and graphic experts.<sup>17</sup> Modules that have been tested for validity, the next step is to test the practicality of the module. The practicality test is carried out by teachers and students, the reason is because the modules developed will be used by teachers and students.<sup>18</sup> After the average for the practicality test, the high practicality category was obtained. The practicality in question is seen from the usefulness, financing and ease of using the module. Modules that have been categorized as valid and practical, the next stage is to test the effectiveness of the developed modules. The effectiveness of the developed modules.<sup>19</sup> The effectiveness of the module developed is used to see the effect size based on the level of education, subjects and several aspects of responsibility of environmental behavior literacy that are related after using the module.

The highest effect size reviewed from the level of education is at the junior high school level.<sup>20</sup> This result is supported by the results of research by Sari et al. which stated that the module has several subjects and activities that make students more responsible of environmental

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<sup>14</sup> T. Sekaringtyas and Yetty Auliaty, *Pengaruh Kesadaran Ekoliterasi terhadap Pemahaman Responsibility of Environment Behavior pada Peserta Didik Kelas IV Sekolah Dasar* (JPD: Jurnal Pendidikan Dasar, 2020).

<sup>15</sup> S.F.S. Sirate and Risky Ramadhana, "Pengembangan Modul Pembelajaran Berbasis Keterampilan Literasi," *Inspiratif Pendidikan* 6, no. 2 (2021).

<sup>16</sup> S. Sudarman and A. Ardian, "The Development of Interactive Module to Support Student Centered Learning," *Akademika* 10, no. 01 (2021), <https://doi.org/10.34005/akademika.v10i01.1344>.

<sup>17</sup> Erlina Yusliani and Yuri Yanti, "Meta-Analisis Pengembangan Modul Pembelajaran Terintegrasi Literasi Lingkungan," *Mahasiswa Pascasarjana Universitas Negeri Padang* 3, no. 2 (2022): 1.

<sup>18</sup> Y.D. Nurrisakah and S. Marmoah, "Implementasi Analisis SWOT dalam Perencanaan Peningkatan Manajemen Lingkungan Berbasis Responsibility of Environment Behavior di Sekolah Dasar," *Dwija Cendekia: Jurnal Riset Pedagogik* 6, no. 2 (2022), <https://doi.org/10.20961/jdc.v6i2.65125>.

<sup>19</sup> N.D.C. Anasta, T. Hartati, and T. Syaripudin, "Implementasi Literasi Kriya Melalui Pengembangan Edukits sebagai Media Pembelajaran Inovatif di SD," *Jurnal Cakrawala Pendas* 8, no. 4 (2022).

<sup>20</sup> Janawi, "Memahami Karakteristik Peserta Didik dalam Proses Pembelajaran," *Tarbawy: Jurnal Pendidikan Islam* 6, no. 2 (2019), <https://doi.org/10.32923/tarbawy.v6i2.1236>.

behavior. Judging from the subjects, the highest effect size is found in the science and science subjects. This is because IPAS is a subject that teaches students about nature. Learning IPAS using an integrated module of literacy responsibility of environment behavior makes it easier for students to understand IPAS material and can foster students' attitudes to better maintain and improve the environment around them. This is supported by the results of Nurani et, al research that the environmentally integrated learning module is suitable for applying to science and technology subjects because science science subjects teach students to be more familiar with the environment and the surrounding nature. Meanwhile, the highest effect size is seen from several aspects of responsibility of environment behavior that affect after the use of the module, namely in the attitude of being responsible to the environment. This is because this integrated module of environmental literacy contains material that is complete, easy to understand, interesting, and uses language that is easy for students to understand and can foster an attitude of responsibility of environmental behavior.<sup>21</sup>

The attitude of caring for the environment is very important in daily life because with this attitude it will make students understand the surrounding environment so that students can maintain and overcome the problems that exist in their environment. Sigit et al., regarding responsibility of environmental behavior seen by the relationship or dissemination of questionnaires rather than modules Environmental responsibility is a crucial aspect that determines the solution of environmental problems in order to improve pro-environmental behavior.<sup>22</sup> This study aims to determine the relationship between environmental responsibility and pro-environmental behavior in students.

The first stage of the Needs Analysis Phase The stage that must be done before developing a module is to conduct a needs analysis first, to find out the problems that exist in the school. One way to determine this is to conduct an interview. Interviews were conducted with the school that will be used as a research site. The subjects that can be interviewed are teachers and students. Furthermore, the results of the interview were used as a guideline to find solutions to the problems found. The problems that occur are still the lack of problems, namely the limited teaching materials used by teachers, the lack of activity of students in learning, especially in social studies lessons, and the difference in the absorption of material in each student. For this reason, teaching materials are needed that can make students active in learning.

From the existing problems, a learning module based on a scientific approach was designed. This module is adjusted to the characteristics of the students who will use the product,

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<sup>21</sup> T.M.P. Astuti, *Kurikulum 2013 Tekankan Perubahan Sikap Pelajar* (Suara Merdeka, 2018).

<sup>22</sup> Diana Vivanti Sigit et al., "Environmental Responsibility and Pro-Environmental Behavior: Biology Undergraduate Students' Profile," *JPBI (Jurnal Pendidikan Biologi Indonesia)* 5, no. 2 (June 30, 2019): 237–44, <https://doi.org/10.22219/jpbi.v5i2.7831>.

as well as the suitability of the student's learning style, as well as the language to be used, so that it can be easily understood by students. The need for the development of this literacy-based learning module. Craft responsibility of environment behavior includes curriculum analysis, student analysis, and field condition analysis. Various analyses were carried out to determine the need for the development of a comprehensive responsibility of environment behavior learning module in accordance with the conditions of students, the curriculum, and conditions in the field. A thorough and accurate needs analysis is expected to develop a learning module based on responsibility of environmental behavior that is in accordance with field needs.

RESEARCH METHODS

The research method used by the researcher is the R&D (Research and Development) method. This research method is used to produce a specific product, and test the feasibility of the product which aims to develop a new product or improve an existing product. This development research model uses the R&D research model, namely through ADDIE (Analysis, Design, Development, Implementation and Evaluation).<sup>23</sup> The development model used in this development study uses the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model or model of analysis, design, development, implementation and evaluation developed by Branch. In this ADDIE development model, five interrelated stages are applied that can guide

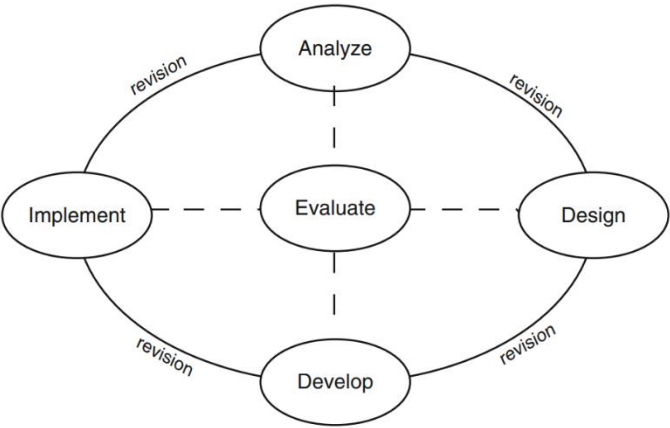


Figure 1. Stages of the ADDIE Model  
Source: (Branch, 2009)

In this study, a general instructional design organized by ADDIE includes concepts and procedures. The concept used is to analyze the gaps and needs of the learning module, verify the expected modules, develop by designing the research module, and implement the design of the research module, as well as evaluate the research module both before and after the

<sup>23</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

implementation. The following is a general instructional design procedure that uses the ADDIE model consisting of analysis, design, develop, implement, and evaluation.

**Data and Data Sources**

This research was conducted at SDN 09 Sungai Nanam, Gumanti Valley District, Solok Regency, West Sumatra. The research was carried out in grade V of elementary school in the first semester of the 2023/2024 school year. Data collection is obtained from interviews, information collection that helps educators to understand the development and needs of students more deeply. The information obtained from formative evaluations can be used to adjust the teaching methods, curriculum, or learning strategies used so that students can achieve the learning goals that have been set.

**Table 1. Interview Guidelines Grid**

No	Aspects	Indicator
1	Needs Analysis	Learning resources used
		Intensity in the use of teaching materials
		Expectations in the development of teaching materials
		Curriculum used
		Learning methods used
2	Curriculum Analysis	Obstacles in the implementation of the curriculum
		Themes and content that require
		Development of Teaching Materials
		Number of students
		Student learning interests
3	Student Character Analysis	Student learning outcomes
		Problems in learning
		Hope in overcoming problems

**Data Collection Techniques**

Data collection techniques in research and development require research instruments which are measurement tools for collecting data. The instrument is made to assess the advantages or disadvantages of the module to be produced. Data collection will be carried out on several respondents in accordance with the formative evaluation that will be carried out, the instruments made are adjusted to the needs of the researcher in the data collection process. There are several stages in data collection, namely the data required in this study are collected and obtained using interview guidelines, tests, and questionnaires or questionnaires.



## **Data Analysis**

The data analysis technique is that data is a systematic data collection process to assist researchers in reaching conclusions. The analysis techniques used in this study are qualitative and quantitative data analysis. Qualitative data analysis was obtained from data instruments in the form of Learning Material Analysis (AMP) sheets and Interviews which were analyzed to provide an overview of the module development process developed by the researcher. According to Miles & Huberman, qualitative data analysis techniques have three stages, namely data reduction, data display, and verification. Meanwhile, quantitative data analysis is used by researchers to process data generated from expert validation questionnaires with the feasibility of the modules developed by the researcher and to see data from normality, homogeneity, and pre-test & post-test responsibility of environment behavior tests in order to determine the effectiveness of the use of modules and the development of literaCraft-based social studies modules to improve Responsibility of environment behavior of Grade V Elementary School Students.

## **RESULTS AND DISCUSSION**

### **Research Results**

Based on the results of interviews conducted with grade IV teachers, the curriculum used by the independent curriculum uses learning resources using teacher books and student books. The difficulties faced by teachers in the implementation of the independent curriculum. The lack of learning media is a factor that attracts students' attention. The hope in overcoming the problem is that teachers learn again to look for various kinds of media in every learning. The researcher conducted an interview on the needs of students. Students have difficulty in knowledge and understanding of the environment, low awareness of students to maintain the environment at school. Students still tend to throw garbage carelessly around the school environment.

The results of this analysis will be used as a reference in compiling learning material modules that are developed into literacy-based learning modules to increase responsibility of environmental behavior for grade IV elementary school students. The modules developed refer to learning outcomes. Presentation of modules in the form of printed teaching materials. In the process using Microsoft Office User and equipped with illustrative images from the daily environment that can help students in understanding the material of chapter 8 of Bumi My Love Bumi My Malang. The development stage includes the validation of literacraft-based modules to see the validation of modules developed by expert experts. Including media experts, linguists, material experts who are validated by lecturers of the State University of Jakarta. The results obtained are as follows:

**Table 2. Expert Validation Results**

Ahli	Maximum Value	Score	Percentage
Ahli Media	48	45	94%
Linguist	24	20	83%
Material Expert	40	37	93%
<b>Total</b>	<b>112</b>	<b>102</b>	<b>91%</b>

The results in the table above show that based on media experts, a percentage score of 94% was obtained, which shows that the media used in the module is very good. Then based on linguists, a score percentage of 83% was obtained which shows that the language used in the module is very good. Furthermore, based on the material experts, a score percentage of 93% was obtained, which showed that the material used in the module was very good.

## Formative Evaluation

### 1. Test Results Small Group Evaluation

In this sub-chapter, an analysis was carried out on the application of the development of literacraft-based social studies modules in a small group of grade V students with the sub-material Bumiku Sayang Bumiku Malang. The results obtained are as follows.

**Table 3. Results of Small Group Trials**

Respond	Maximum Value	Score	Percentage
Student 1	10	8	80%
Student 2	10	9	90%
Student 3	10	7	70%
Student 4	10	7	70%
Student 5	10	8	80%
<b>Total</b>		39	
<b>Percentage</b>			78%

In the table above, it is known that from 5 students who were small group research samples, a percentage achievement value of 78% was obtained, which means that the module is included in the good category. This shows that the implementation of the development of literacraft-based social studies modules is good and appropriate.

### 2. Test Results Field Evaluation

In this sub-chapter, a field trial analysis was carried out on 20 elementary school students in grade V to determine the application of the development of literacraft-based social studies modules. The results obtained are as follows.

**Table 4. Field Evaluation Test Results**

<b>Respond</b>	<b>Maximum Value</b>	<b>Score</b>	<b>Percentage</b>
Student 1	68	64	94%
Student 2	68	65	96%
Student 3	68	63	93%
Student 4	68	67	99%
Student 5	68	61	90%
Student 6	68	66	97%
Student 7	68	65	96%
Student 8	68	66	97%
Student 9	68	66	97%
Student 10	68	65	96%
Student 11	68	66	97%
Student 12	68	67	99%
Student 13	68	65	96%
Student 14	68	65	96%
Student 15	68	66	97%
Student 16	68	64	94%
Student 17	68	64	94%
Student 18	68	60	88%
Student 19	68	65	96%
Student 20	68	65	96%
<b>TOTAL</b>	<b>1360</b>	<b>1295</b>	<b>95%</b>

The results of the analysis in the table above show that in the field evaluation, the assessment of the improvement in child development outcomes after using the IPAS module is 95%. It shows that the value is included in very good, so it can be seen that the application of the use of the module is very good.

### 3. Results of Student Attitude Test

In this sub-chapter, an analysis of student attitude tests was carried out on 28 elementary school students in grade V to determine the application of the development of literacraft-based social studies modules. The results obtained are as follows.

**Table 5. Results of Student Attitude Test**

<b>Respond</b>	<b>Maximum Value</b>	<b>Score</b>	<b>Percentage</b>
Student 1	44	40	91%
Student 2	44	41	93%
Student 3	44	41	93%
Student 4	44	42	95%

Student 5	44	41	93%
Student 6	44	40	91%
Student 7	44	43	98%
Student 8	44	41	93%
Student 9	44	41	93%
Student 10	44	41	93%
Student 11	44	42	95%
Student 12	44	41	93%
Student 13	44	42	95%
Student 14	44	41	93%
Student 15	44	41	93%
Student 16	44	40	91%
Student 17	44	41	93%
Student 18	44	41	93%
Student 19	44	41	93%
Student 20	44	42	95%
Student 21	44	42	95%
Student 22	44	41	93%
Student 23	44	41	93%
Student 24	44	41	93%
Student 25	44	43	98%
Student 26	44	41	93%
Student 27	44	43	98%
Student 28	44	43	98%
<b>TOTAL</b>	<b>1232</b>	<b>1158</b>	<b>94%</b>

The results of the analysis in the table above show that in the Student attitude test, the assessment of the improvement in child development outcomes after using the IPAS module was 94%. It shows that the value is included in very good, so it can be seen that the application of the use of the module is very good.

#### 4. Results of Research by Materialists, Linguists, Media Experts

In this sub-chapter, score analysis will be carried out on each questionnaire instrument carried out. The results obtained are as follows.

**Table 6. Materialist, Linguist, Mediaman**

Aspects	Score	Percentage
<b>Material Expert</b>		
Presentation of Materials	3.33	83.3%
Content of the material	3.67	91.7%
Material Truth	4.00	100.0%

<b>Average</b>	<b>3.67</b>	<b>91.7%</b>
<b>Linguist</b>		
Language Eligibility	3	75.0%
Eligibility of Serving	4	100.0%
<b>Average</b>	<b>3.5</b>	<b>87.5%</b>
<b>Ahli Media</b>		
Display	3.25	81.3%
Engineering Quality	3.5	87.5%
Media usage guidelines or instructions	3	75.0%
<b>Average</b>	<b>3.25</b>	<b>81.3%</b>

The results in the table above show that based on material experts, the literacraft-based social studies module development material has the aspect with the highest assessment, namely the aspect of material truth with a score of 4.0 out of 4.0 or 100%. On average, a score of 3.67 out of 4.0 or 91.7% was obtained, which explained that the value of the literacraft-based social studies module development material was very good.

In the assessment of linguists, it was found that the highest aspect in the feasibility of presentation was obtained, which was 4.0 out of 4.0 or 100%. The average score obtained was 3.5 or 87.5% which showed that the language used in the literacraft-based social studies module development material was very good. In the assessment of media experts, it is known that the highest aspect is the quality of the technique with a score of 3.5 out of 4.0 or 87.5%. On average, a score of 3.25 out of 4.0 or 81.3% was obtained, which showed that the media used in the literacraft-based social studies module development material was very good.

**Tabel 7. Hasil Uji Coba Small Group Evaluation**

<b>Aspects</b>	<b>Score</b>	<b>Percentage</b>
Efficiency	0.87	86.7%
Material	0.73	73.3%
Design	0.73	73.3%
Implementation	0.8	80%
<b>Average</b>	<b>0.78</b>	<b>78.3%</b>
<b>Information</b>	<b>Good</b>	

The results of the analysis in the small group evaluation showed that the efficiency aspect had the highest value, with a score of 0.87 out of 1.0 or an achievement of 86.7%. On average, a score of 78.3% was obtained or included in the good group.

**Table 8. Field Evaluation Trial**

Aspects	Score	Percentage
Awareness/Concern for the Environment	3.8	95.0%
Concern for the Environment	3.84	95.9%
Knowledge	3.78	94.6%
Efficient Use of Resources	3.75	93.8%
Participation in Environmental Conservation Activities	3.85	96.3%
<b>Average</b>	<b>3.8</b>	<b>95.1%</b>
<b>Information</b>	<b>Excellent</b>	

The results of the analysis in the field evaluation showed that the aspect of participation in environmental conservation activities had the highest score, with a score of 3.85 out of 4.0 or an achievement of 96.3%. On average, a score of 3.8 or 95.1% was obtained or included in the very good category.

**Table 9. Student Attitude**

Aspects	Score	Percentage
Respect for the earth	3.833	95.8%
Adopt patterns of production, consumption, and reproduction	3.73	93.2%
Care for life	3.75	93.8%
<b>Average</b>	<b>3.771</b>	<b>94.3%</b>
<b>Category</b>	<b>Excellent</b>	

The table above shows that in the Student attitude instrument, it is known that the aspect that has the highest value is respect for the earth , which is 3.83 out of 4.0 or 95.8% achievement. On average, a score of 3.771 or 94.3% was obtained which was included in the very good category.

## Discussion

This research aims to produce a literacraft-based module that aims to increase the responsibility of environmental behavior in science subjects in elementary schools. The results of this study show that the module developed is able to increase the responsibility of environmental behavior of Grade V Elementary School Students. This module is equipped with illustrative images from the daily environment that can help students in understanding the material of chapter 8 of my earth dear bumi malang.

Based on the assessment of media experts, the module feasibility score was obtained of 94%, which shows that the media used in this module is very good and suitable for use. Meanwhile, based on linguists, a feasibility score of 83% was obtained. This shows that the

language used in this module is very appropriate and feasible to use. In addition, based on metrimeter experts, a feasibility score of 93% was obtained which shows that the material packaged in the module is very good and feasible. So it can be seen that media, language, and material experts as a whole agree that the literacraft-based modules developed are very feasible and good to use.

The effectiveness of literacraf-based modules is tested through small groups, field tests, and student attitude tests. The small group test showed that the implementation of literacraft-based social studies module development was good and appropriate. In the field evaluation test with 20 samples of students in class V, it was also concluded that the improvement in child development results after using the literacraft-based IPAS module had an assessment of 95% or was very good. In the student attitude test with 28 student samples, the same conclusion was also obtained, namely that the application of the use of literacraft-based modules is very good.

The effectiveness of the literacraft-based social studies module was also shown by the comparison of pre-test and post-test scores applied to 29 student samples. The results of the assessment in the pre-test showed that the average score of responsibility of environmental behavior was 45, while in the post-test assessment the average score was 79. This shows that there is an increase of 61.3% in the responsibility of environment behavior score after using literacraft-based learning modules. This result is supported by an analysis using the T test which shows the conclusion that there is a difference in the results of responsibility of environmental behavior of grade V elementary school students before and after using the Literacraft-based social studies module.

The results of the analysis in this study show that literacraft-based modules can be a good idea for the development of learning media in elementary school students. LiteraCraft is the use of social, historical, and cultural situational practices in creating and interpreting meaning through text. The literacraft module shows that learning begins with reading and ends with creating a work.

#### 1. Product Advantages

The advantages of using literacraft-based modules are as follows.

- a. Learning modules involve projects or assignments that can develop critical thinking and problem-solving skills.
- b. Modules are designed to relate learning materials to real-life situations.
- c. Modules combine learning with game elements
- d. The learning module is more fun and interactive so that it can make students more excited and learn the material

## 2. Product Limitations

- a. There is a need for teacher training to use and implement literacy learning modules .
- b. The implementation of literacraft requires more technology and costs than ordinary learning.

## CONCLUSION

The results of the analysis in the research "Development of Literacraft-Based Social Studies Module to Increase the Responsibility of Environmental Behavior Students in Grade V Elementary School" show that based on the assessment of experts, it is known that the media, language, and materials used by literacraft-based modules is already very good and worth using. Based on the material, the aspect that has the highest value of feasibility is the truth of the material. Based on language, the aspect that has the highest score is the feasibility of presentation. Meanwhile, based on the media, the aspect that has the highest value is the quality of the technique. The results of the test in a small group trial with 5 student samples showed that the implementation of literacraft-based social studies module development was good and appropriate. The aspect that has the highest value in small group testing is the efficiency aspect.

In the Field Evaluation with a sample of 20 students in grade V elementary school, it was concluded that the application of literacraft-based modules was very good. The aspect that has the highest value in the field trial is the aspect of participation in environmental conservation activities. In the student attitude test with a sample of 28 people, it was concluded that the application of literacraft-based modules was very appropriate. The aspect that has the highest score on the Student attitude test is the respect for the earth aspect. In the T test, the results were obtained that there was a difference in the results of responsibility of environmental behavior of students in grade V elementary school before and after using the Literacraft-based social studies module. In the calculation of the N-Gain test, it was found that there was an increase of 61.3% in the responsibility of environment behavior score of Grade V Elementary School Students.

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