



---

## DEVELOPMENT OF PIONEERING EDUCATIONAL CHARACTER-BASED MEDIA IN TEACHING SOCIAL AND CULTURAL DIVERSITY IN GRADE V AT MOJOREJO 01 ELEMENTARY SCHOOL, BATU CITY

Cahyo Pranoto\*

---

### ARTICLE INFO

*Article history:*

Received: 10-11-2023

Accepted: 11-12-2023

Published: 17-12-2022

*Keyword:* character education, social appreciation, cultural diversity, and pioneering media

---

### ABSTRACT

This research aims to present (1) the profile of instructional media, (2) the design of pioneering media, (3) the development of character-based pioneering media, and (4) the implementation of character-based pioneering media in teaching the appreciation of social and cultural diversity in Grade V. This research used a method called The Plomp Model and develop two kinds of data, which include numerical and verbal data. Numerical data are obtained from the assessment of trial subjects on the product. Verbal data are categorized into written and unwritten data, with written data consisting of notes, comments, feedback, criticisms, and suggestions. Unwritten verbal data includes oral information. The research results comprise (a) Character-based Pioneering media used in teaching the appreciation of social and cultural diversity by integrating aspects of learning with daily life, (b) materials required for implementing this media including scout ropes, scout sticks, the Indonesian flag (Red and White), gloves, and sticky notes, (c) media development is conducted in three general stages, and (d) this instructional media is provided to Grade V students at SDN Mojorejo 01, Batu District, Batu City, in two sessions.

---

### INTRODUCTION

Character education has become an increasingly important topic in the context of education worldwide. The development of character encompasses moral values,

---

\* Corresponding author.

E-mail addresses: [pranotocahyo82@gmail.com](mailto:pranotocahyo82@gmail.com) (Cahyo Pranoto)\*.

ISSN: 2523-613X (Online) - ISCE: Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

ethics, and positive behaviors that are essential for shaping individuals who are responsible, empathetic, and capable of making positive contributions to society. One crucial aspect of character education is the learning and appreciation of social and cultural diversity. In the educational context, the term "appreciating" includes a profound understanding, respect, and application of the values that arise from social and cultural diversity.

Character education is the embodiment of achieving a generation that is intelligent and capable of possessing morals and personalities beneficial to the nation of Indonesia (Suriadi et al., 2021). The success of education is observed in the extent to which individuals can balance their cognitive, affective, and psychomotor aspects to become well-rounded individuals. Furthermore, Suwardani (2020:14) argues, "Character education is crucial for rebuilding the nation's civilization. Educational institutions are expected to be more proactive, creative, and innovative in designing a learning process that truly contributes to character development." In this context, the process of character education needs to be holistically and contextually designed to build dialogical-critical thinking in shaping individuals of character. Character education, one of which is manifested in the content of Civic Education subjects.

Grade V in elementary school is a crucial stage in the development of students, during which they become increasingly exposed to diverse values, norms, and cultures. At this stage, they begin to shape their own social and cultural identity and comprehend the differences between themselves and others. Therefore, learning about social and cultural diversity in Grade V of elementary school plays a significant role in shaping the character of students.

In the Pendidikan Kewarganegaraan subject, there is a Basic Competency called "Appreciating Social and Cultural Diversity." One effort to instill character education in school lessons is through the subject of Pendidikan Kewarganegaraan subject (PKn). In the context of Pendidikan Kewarganegaraan subject, character education can be implemented to cultivate students' awareness of the importance of unity, ethics, cooperation, consultation, and mutual assistance. Additionally, Pendidikan Kewarganegaraan subject teaches about attitudes, behaviors, and norms applicable to daily life within society, both in formal and informal education settings. Pendidikan Kewarganegaraan's subject also serves as a means of cultivating the behavior of learners with noble character, knowledge, and basic skills related to the

relationship between the nation and state, which can be relied upon by the nation and state. This is stipulated in the Directorate General of Higher Education's Decision No. 267/Dikti/2000 of the year 2000, which states that Pendidikan Kewarganegaraan subject pertains to the relationship between citizens and the state, as well as introductory education for national defense (PPBN).

In the Pendidikan Kewarganegaraan subject, particularly in the Basic Competency of "appreciating social and cultural diversity," a sense of patriotism, cultural diversity, ethnicity, and language is also instilled. This basic competency is taught to students in the first semester of Grade V. However, during the learning of this material, students find it challenging due to the use of two-dimensional media by teachers, such as simple pictures. This results in less engaging lessons for students, leading to a quick loss of interest and a lack of effective response to the material. Consequently, the desired learning objectives set by educators are not achieved as anticipated.

Several values and traits relevant to learning about social and cultural diversity include tolerance, empathy, respect for diversity, justice, and social awareness. In this context, character education-based pioneering media can be an effective tool to assist students in internalizing these values. Previous research and theories have underscored the significance of character education and learning about social and cultural diversity at the elementary school level.

Firstly, the Social Learning Theory, introduced by Albert Bandura, emphasizes the importance of learning through observation and social modeling. In the context of character education and pioneering media development, this theory suggests that the use of media visualizing positive character behavior and conflict resolution promoting tolerance and empathy can serve as examples for students.

Secondly, the Multiculturalism Theory in Education highlights the significance of incorporating diverse cultures and perspectives in education. Through the use of media, teachers can present stories, images, or situations that represent various cultures, enabling students to understand, respect, and appreciate cultural differences.

Thirdly, Research on Character Education in Elementary Schools has indicated that character education in elementary schools can have a positive impact on student development. For instance, research by Berkowitz (2010) demonstrates that

systematic character education programs can enhance positive student behavior, including tolerance and empathy.

Fourthly, Research on the Use of Media in Learning, such as Mayer's (2009) work on multimedia learning theory, indicates that the use of media in education can improve understanding and information retention. Therefore, the development of pioneering media in learning about social and cultural diversity can assist students in better comprehending these concepts.

One of the media developed for learning about social and cultural diversity is pioneering media. The pioneering media developed is inspired by extracurricular scouting activities. This pioneering media includes rope games and sticks, with the aim of making students more active and enjoying the learning process, thereby achieving the learning objectives.

Based on the above background, the objectives of this research are formulated as follows: (1) to describe the profile of the learning media, (2) to design pioneering media, (3) to develop character education-based pioneering media, and (4) to implement character education-based pioneering media in the learning of appreciating social and cultural diversity in Grade V.

## **METHOD**

This research involves development research by creating instructional media. The developmental research used is the Plomp model. In the study of developing character education-based pioneering media for learning about social and cultural diversity in Grade V elementary school, the researcher adopts the Plomp model as the research methodology framework. The Plomp model is frequently employed in curriculum and instructional media development. The following are the steps of this research methodology:

Problem identification is the initial step in developing character-based instructional media on social and cultural diversity. As stated by Plomp (2013), "Identifying a problem is the first step toward the development of an instructional program or educational project." In this context, problem identification involves recognizing the need to develop instructional media that supports character education and learning about social and cultural diversity in Grade V elementary school.

Analysis involves determining the learning objectives to be achieved through pioneering media. As suggested by Gagne (1985), "Instructional goals specify what you want the students to learn." Therefore, learning objectives should align with the development of students' character and understanding of social and cultural diversity.

Learner analysis includes identifying student characteristics, such as cultural background, cognitive development level, and learning preferences. Merrill (2002) states, "To make the best use of instructional time, it is important to know the characteristics of the students who are to be taught." This analysis will help tailor the media to the student's needs.

Content analysis involves selecting the material to be taught through pioneering media. Morrison et al. (2010) explain, "The content of instruction is the information, knowledge, skills, and attitudes that are to be learned." Ensure that the content is relevant to learning about social and cultural diversity.

Media design includes selecting the media format, developing content, and arranging visual design. Gustafson & Branch (2002) explain that "The design of instruction specifies how the content is to be learned." This is a key step in pioneering media development.

Implement the pioneering media design based on the earlier analysis. Smith & Ragan (2005) state that "The development phase involves creating or producing the actual learning materials and activities." Ensure that the media has strong character education components.

Before using the media in learning, conduct a formative evaluation to identify weaknesses and potential improvements. Reeves & Hedberg (2003) explain, "Formative evaluation is conducted during the development or revision of instruction." This ensures that the developed pioneering media meets quality standards.

Revise the media based on the results of the formative evaluation. Morrison et al. (2010) emphasize that "Effective instructional development relies on effective formative evaluation." Ensure that the media is effective in achieving learning objectives and developing students' character.

Use the media in Grade V elementary school learning and monitor its use and student responses during implementation. Gustafson & Branch (2002) explain that "Implementation is the phase in which the designed instruction is tested and

conducted in a real setting."

After implementation, conduct a final evaluation of the pioneering media. Morrison et al. (2010) explain, "Summative evaluation focuses on the outcome or results of instruction." This evaluation provides an overview of the extent to which the media has succeeded in developing students' character and understanding of social and cultural diversity.

Share the results of the research and development of pioneering media with the education community for others to benefit. Smith & Ragan (2005) explain, "Dissemination involves making the instruction available to a wider audience."

Data in this research include numerical data and verbal data. Numerical data are obtained from the assessment scores of the subjects, while verbal data are categorized into written and unwritten data. Written data consists of notes, comments, feedback, criticisms, and suggestions written by the subjects on assessment sheets provided by the researcher. Unwritten verbal data includes oral information obtained by the researcher during free interviews with the three test groups. This data is then transcribed.

The validity of this data will be examined using triangulation techniques involving triangulation of methods, theories, and trials. Methodological triangulation is carried out using more than one data collection method (questionnaires and free interviews). Trial triangulation is done by testing the product with expert groups, practitioners (scout trainers), and Grade V students at SDN Mojorejo 01, Junrejo, Batu City.

Data obtained from an expert, practitioner (scout trainer), and teacher trials are analyzed as a basis for revising the product. Data analysis techniques involve: first, collecting written and verbal data obtained from assessment questionnaires, observations, and interviews. Second, transcribing oral verbal data. Third, compiling, selecting, and classifying written verbal data and transcribed oral verbal data based on the test groups. Fourth, analyzing data and formulating analysis conclusions as a basis for taking action on the developed product, whether it needs revision or implementation.

## RESULT AND DISCUSSIONS

### Profile of Learning Media

Character education-based pioneering media is employed in learning to appreciate social and cultural diversity by integrating aspects of learning with everyday life. The combination that reinforces character education within pioneering media includes (a) technical knowledge of scouting, consisting of various knot-tying techniques, (b) values inherent in character education outlined in the School Guidelines (Ministry of Education 2010: 9), namely democracy, responsibility, creativity, appreciation of achievement, tolerance, and (c) basic competencies stated in Civic Education, both in terms of skills and attitudes. The basic competencies used are 'Appreciating the social and cultural diversity of society as a gift from God Almighty in the context of Unity in Diversity and adopting a tolerant attitude in the social and cultural diversity of society in the context of Unity in Diversity.' The attitude competencies adopted are 'demonstrating honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers, neighbors, and a love for the homeland.'

Pioneering media is suitable for use in Civic Education, especially in the context of character education encompassing honesty, discipline, responsibility, politeness, care, confidence, and love for the homeland. Furthermore, this media can also be utilized in teaching Mathematics with a focus on measurement and spatial structures, Social Sciences discussing activities in our surroundings, as well as Arts and Culture and Craft (SBDP).

Character education-based pioneering media is used in learning to appreciate social and cultural diversity by integrating aspects of learning with everyday life. This approach is highly relevant in enhancing the character education of fifth-grade students. This discussion will delve into the concept of character education-based pioneering media, the integration of learning aspects into everyday life, and relate it to relevant theories and previous research findings.

Character education-based pioneering media is a tool that can be used to develop students' characters in elementary school. This concept refers to the use of instructional media designed to promote learning to appreciate social and cultural diversity and students' character, such as tolerance, empathy, respect, and justice. In

this context, the integration of learning aspects into everyday life is crucial in creating meaningful learning.

In character development theory, Lickona (1996) emphasizes the importance of effective character education in producing individuals with good morals and ethical thinking. Character education-based pioneering media becomes a tool that facilitates this character development. Through media use, students can engage in everyday life situations depicting moral conflicts, justice, and ethical values.

Additionally, Bandura's Social Learning Theory (1977) underscores that individuals learn through observation and social modeling. In the context of character education, the use of media visualizing positive character behavior and conflict resolution that promotes tolerance and empathy can serve as examples for students. Therefore, character education-based pioneering media can be an effective tool in combining character learning aspects with everyday life.

In character education, it is essential to integrate learning aspects into everyday life. This refers to using real-life situations and contexts in teaching so that students can relate character concepts to their personal experiences. The Multiculturalism in Education theory (Banks & Banks, 2010) highlights the importance of incorporating diverse cultures and perspectives in education. By integrating learning aspects into everyday life, teachers can present stories, images, or situations that represent diverse cultures, allowing students to understand, respect, and appreciate cultural differences.

Moreover, previous research also indicates the benefits of integrating character learning with everyday life. For example, research by Berkowitz (2010) shows that systematic character education programs can improve students' positive behaviors, including tolerance and empathy. In this context, pioneering media that integrates character with everyday life can have a positive impact on the character development of fifth-grade students.

Integrating learning aspects with everyday life also creates more meaningful learning. Ausubel's Meaningful Learning Theory (1963) emphasizes the importance of connecting new concepts with students' existing knowledge. In using pioneering media, integrating everyday life provides a real context that allows students to relate what they learn to their own experiences.



In previous research, several studies have highlighted the benefits of meaningful learning. For instance, Bransford, Brown, and Cocking (2000), in their book 'How People Learn,' emphasize that meaningful learning integrates new knowledge with existing knowledge and connects it to real-life situations. By combining character and everyday life, pioneering media can create more meaningful learning.

Furthermore, integrating character with everyday life can also enhance students' learning motivation. Deci and Ryan's Intrinsic Motivation Theory (1985) emphasizes that motivation arising from within students is more sustainable and positive. By using everyday life contexts in pioneering media, students can see the relevance and direct usefulness of what they learn, which can enhance their learning motivation.

In previous research, several studies have also shown that the connection between learning and everyday life can increase student motivation. For example, Eccles and Wigfield's (2002) study on student motivation emphasizes that learning experiences relevant to everyday life can motivate students to actively participate in learning.

In the context of character education and learning to appreciate social and cultural diversity, integrating learning aspects with everyday life through pioneering media is a necessity. This helps students not only understand character and diversity concepts but also internalize them in their daily lives. Well-designed pioneering media can create relevant, contextual, and meaningful situations for students, stimulating intrinsic learning motivation and positive character development."

### **The Design of Pioneering Media**

Pioneering is a character education-based instructional medium aimed at cultivating an appreciation for social and cultural diversity through daily activities, manifested in behaviors such as honesty, discipline, responsibility, courtesy, empathy, and self-confidence in interactions with family, friends, teachers, neighbors, and a love for the homeland. To conduct learning using this medium, the necessary materials include scout ropes, scout sticks/poles, the Indonesian flag (Red and White), gloves, and notepaper (sticky notes).

The utility of each instructional material is as follows: Firstly, scout ropes, sticks, and gloves are used to create pioneering media in the form of a triangular structure symbolizing the essential criteria for the establishment of a nation, namely having geographical territory, population, culture, governance, and recognition from others. Secondly, the flag symbolizes (a) Indonesia as a nation that should be revered by its citizens and (b) a unifier of the various social and cultural diversities within Indonesia. Thirdly, sticky notes are employed to jot down small notes concerning geographical locations and various conditions of the social and cultural diversities present in Indonesia. Each sticky note is created differently, both in terms of shape and color. For instance, yellow may represent islands in Indonesia, red may denote major cities, and green and others may signify various aspects of Indonesian culture (traditional houses, ethnicities, languages, traditional clothing, traditional weapons, regional dances, regional songs, musical instruments, handicrafts, etc.).

### **Development of Pioneering Media**

Pioneering media is created through the following steps. First, the construction of a tower, a triangular spatial structure, using seven poles and scout ropes, as depicted in Figure 4.1. The construction involves the use of various knots and ties covered in the scout ropes manual, as illustrated in Figures 4.2, 4.3, and 4.4. Second, the attachment of colorful sticky notes containing diverse notes indicating geographical locations and various social and cultural diversities in Indonesia. Third, the placement of the red and white flag on the tallest pole.

This statement outlines the steps involved in creating pioneering media used in the context of learning about geographical locations and the conditions of social and cultural diversity in Indonesia. In this discussion, we will provide an in-depth explanation of the implementation of these steps and their relevance to the learning process. We will also integrate quotations from relevant theories and previous research findings to support a deeper understanding of the use of pioneering media in this context.

The first step in creating pioneering media involves the construction of a tower. The tower is built in the form of a triangular space using seven poles and scout ropes. The construction of this tower involves the application of knots and ties

outlined in the scout ropes manual.

This step reflects the utilization of physical media that involves collaboration and the physical skills of the students. According to Vygotsky's learning theory (1978), social interaction and collaboration play a crucial role in the learning process. In this context, students need to collaborate in building the tower, and they can learn from this social experience. Additionally, the creation of knots and ties in scout ropes also reflects the practical application of student's knowledge and skills in the use of ropes, which can be relevant in real-life situations.

Furthermore, the second step involves attaching colorful sticky notes to the tower. These notes contain information about geographical locations and the conditions of social and cultural diversity in Indonesia. Different colored sticky notes signify variations in topics or aspects to be learned.

The use of physical media, such as sticky notes in learning, is often integrated with a project-based approach. The Project-Based Learning theory emphasizes learning centered around a specific project or task that involves problem-solving and the application of knowledge in real-world contexts. In this case, students are not just consuming information; they are also actively involved in creating a product or project that reflects their understanding of the topic learned.

Moreover, the selection of topics on geographical locations and the conditions of social and cultural diversity in Indonesia reflects an effort to understand and appreciate the cultural diversity in the country. In the context of multicultural education, Bank & Banks (2010) emphasize the importance of incorporating various cultures and perspectives in education. The integration of cultural aspects in sticky notes indicates an awareness of the importance of understanding and appreciating social and cultural diversity.

The final step is the placement of the red and white flag on the tallest pole. The red and white flag is a symbol of Indonesia's national identity, referring to the values of patriotism and love for the homeland. This step highlights the importance of developing students' characters, including attitudes of patriotism and nationalism.

The use of national symbols in learning is a method that can influence students' attitudes and values. Symbolic Learning theory by Bandura (1977) emphasizes that symbols and visual representations can influence individual behavior. The placement

of the red and white flag on the tower can help students understand and feel the values of patriotism. Additionally, the use of national symbols also reflects the integration of character education in learning, emphasizing the development of positive moral and ethical attitudes.

In previous research, several studies have shown the benefits of using national symbols in character education. For example, research by Berkowitz (2010) indicates that the use of national symbols can help improve understanding of patriotism and ethical values. The results of this research support the use of national symbols such as the red and white flag in learning to develop students' characters.

In this discussion, it is essential to note that the steps in creating pioneering media create a holistic and relevant learning experience for students. They involve physical, cognitive, and character aspects, integrating concepts such as collaboration, appreciation of cultural diversity, and love for the homeland. Pioneering media created with these steps provides opportunities for students to learn actively, develop physical skills, and experience character values.

### **The Implementation of Pioneering Media**

The application of this instructional media was provided to fifth-grade students at SDN Mojorejo 01, Batu Subdistrict, Batu City, in April 2023, comprising 12 female and 13 male students. The activity took place in two sessions, with each session lasting 4 hours.

In the pioneering media activity, students worked in groups of five, with each group consisting of 5 students. The use of pioneering media developed students' activities to engage in discussions, share tasks within each group, be creative in expressing ideas, and appreciate achievements/appreciate the work of both their own group and other groups.

The method of using this media involves students writing about the geographical location and socio-cultural conditions of Indonesia on notepaper with colors corresponding to the instructions given by the educator. They also write the reasons for choosing those words. Subsequently, students attach them to the pioneering media tower. At the end of the activity, the group that performed the

activity quickly, neatly, honestly, with discipline, responsibility, courtesy, care, and confidence, and collaborated effectively in its creation is declared the winner.

This statement details the method of using character education-based pioneering media in the context of learning about the geographical location and socio-cultural conditions of Indonesia in the fifth-grade class. In this discussion, we will provide a detailed explanation of the implementation of this method and the relevance of character components such as honesty, discipline, responsibility, and others. We will also integrate quotations from relevant theories and previous research findings to support a deeper understanding of this method.

Character education-based pioneering media is a tool that can be used in geography and socio-cultural learning in fifth-grade elementary school. The statement outlines concrete steps explaining how this media is used in the learning context. Firstly, students are asked to write information about the geographical location and socio-cultural conditions of Indonesia on a notepaper with colors according to the instructions given by the educator. Furthermore, students are asked to write the reasons why they chose those words. Lastly, students attach their work to the "tower" of pioneering media. The winner is determined based on several criteria such as speed, accuracy, honest attitude, discipline, responsibility, politeness, caring attitude, confidence level, and the extent to which they can collaborate in creating the media.

These steps reflect an active, interactive, and engaging learning approach, where students not only passively receive knowledge but also actively participate in the learning process and have the opportunity to apply character values in their daily actions. This is also relevant to the concept of character education, where the development of students' character is crucial. The underlying learning theory is Albert Bandura's Social Learning Theory. This theory emphasizes that individuals learn through observation and social modeling, and the use of media in learning can provide effective examples for students.

In this case, students' actions in writing information about the geography and socio-cultural aspects of Indonesia and then collaborating to create pioneering media are examples of learning that occur through observation and social interaction. Bandura (1977) emphasizes that through observation, individuals can acquire new

knowledge, skills, and attitudes. Students learn not only about the subject matter but also about characteristics such as honesty, discipline, and responsibility through their actions.

Moreover, the concept of social competence and responsibility integrated into the activity has a strong foundation in the theory of character development. Lickona (1996) highlights the importance of effective character education in producing individuals with good morals and ethical thinking abilities. In this context, students are encouraged to behave honestly, disciplined, responsible, polite, and caring towards their tasks. Research by Lapsley and Narvaez (2004) also shows that character education that integrates social competence can help students in their moral development.

It is also important to note that student's involvement in activities emphasizing collaboration and adherence to rules also refers to the concept of character education. Collaboration is one of the key values in character education that promotes cooperation, caring attitudes, and mutual respect. The theory of Multiculturalism in Education (Banks & Banks, 2010) also highlights the importance of incorporating various cultures and perspectives in education. In this case, activities that incorporate cultural elements in students' work create a deeper understanding of social and cultural diversity.

In previous research, there is also strong support for learning that involves social interaction and the application of character values. For example, research by Berkowitz (2010) shows that systematic character education programs can improve positive student behavior, including tolerance, empathy, and a sense of responsibility. The results of this research support an approach that combines learning aspects with daily life while promoting the development of positive character.

In this discussion, it is essential to note that the use of pioneering media that combines learning aspects with daily life creates a holistic and relevant learning experience for students. This aligns with educational principles that emphasize the importance of making learning meaningful, contextual, and applicable in real life. This approach is also consistent with the theory of intrinsic motivation by Deci and Ryan (1985), which emphasizes that motivation that arises from within students will be more sustainable and positive when students see the relevance and direct utility of

what they learn in their daily lives.

In the context of character education, learning that involves students in activities that promote the development of positive character and introduce the values of Indonesia's socio-cultural can have a positive long-term impact. Students not only gain knowledge about the subject matter but also internalize important character values. Character education-based pioneering media that integrates learning aspects with daily life can be an effective tool in achieving these goals.

## CONCLUSIONS

Based on the above description, the conclusions of this research are outlined as follows.

Firstly, character education-based Pioneering media in learning to appreciate social and cultural diversity is a relevant and effective approach. This media integrates learning aspects with students' daily lives, combining character values, scouting technical knowledge, and basic competencies in Civic Education. This approach allows students to develop positive character traits such as honesty, discipline, responsibility, courtesy, care, confidence, and patriotism while motivating them through meaningful and relevant learning. Thus, character education-based Pioneering media significantly contributes to the development of fifth-grade students.

Secondly, Pioneering is a character education-based learning media that incorporates essential aspects of experiencing social and cultural diversity through students' daily behaviors. This media utilizes scout ropes, sticks, the national flag, gloves, and sticky notes as tools to construct a tower symbolizing key aspects of learning. Scout ropes and sticks are used to build a tower representing the geographical area, population, culture, governance, and recognition in a country. The Red and White flag represents the unifier of various social and cultural diversities in Indonesia, while sticky notes create variations in depicting the geographical location and various conditions of social and cultural diversity in Indonesia. In this way, Pioneering becomes an effective tool in students' character learning, including attitudes of honesty, discipline, responsibility, courtesy, care, confidence, and patriotism, while helping students experience social and cultural diversity in their daily lives.

Thirdly, the steps in creating pioneering media, involving the formation of a tower with sticks and scout ropes, attaching sticky notes reflecting various aspects of social and cultural diversity in Indonesia, and installing the national flag as a symbol, create a holistic and relevant learning experience. These steps combine physical, cognitive, and character aspects in learning, promoting cooperation, appreciation for cultural diversity, and the development of patriotic attitudes. This approach reflects the integration of character education in learning, combining concepts of collaboration, respect for cultural diversity, and love for the homeland. Thus, pioneering media created through these steps provides opportunities for students to learn actively, develop physical skills, and experience character values in the context of learning about geographical locations and social and cultural diversity in Indonesia.

Fourthly, the implementation of character education-based pioneering media in fifth-grade elementary school learning has resulted in a learning experience that involves students in group activities, including discussions, cooperation, and creativity in applying character values such as honesty, discipline, responsibility, and appreciating achievements. The steps in using pioneering media reflect an active, interactive, and engaging learning approach, integrating character concepts and social and cultural diversity. In this learning context, students learn through observation, social interaction, and the application of character values in their daily actions. This approach is also relevant to social learning theory and intrinsic motivation theory, emphasizing the importance of meaningful and contextual learning experiences in developing students' character. Thus, character education-based pioneering media is an effective tool in achieving the goals of geography and social-cultural learning while promoting the positive development of students' character.

## REFERÉNCES

- Aswari, A., Tardani, T., & Aini, N. (2016). Pembelajaran Multikultural dalam Membentuk Pendidikan Karakter di Sekolah Dasar. *PENDIDIK*, 16-22.
- Ausubel, D. P. (1963). *The Psychology of Meaningful Verbal Learning*. Grune & Stratton.
- Bandura, A. (1977). *Social Learning Theory*. General Learning Press.
- Banks, J. A., & Banks, C. A. M. (2010). *Multicultural Education: Issues and Perspectives (7th ed.)*. John Wiley & Sons.
-



- Berkowitz, M. W. (2010). The Science of Character Education. *Educational Leadership*, 68(1), 40-44.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington DC: National Academy Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Berlin: Springer Science & Business Media.
- Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology*, 53(1), 109-132.  
<https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Gagné, E. D. (1985). *The cognitive psychology of school learning*. Boston, MA: Little, Brown and Company.
- Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.
- Gustafson, K., & Branch, R. (2002). *Survey of Instructional Development Models (4th ed.)*. Syracuse, NY: ERIC Clearinghouse on Information & Technology.
- Johnson, D. W., & Johnson, R. T. (2014). Cooperative Learning in the 21st Century. *Anales de Psicología*, 30(3), 841-851.
- Keputusan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2000). *Pendidikan Kewarganegaran adalah pendidikan yang berhubungan tentang warga negara dengan negara, dan Pendidikan Pendahuluan Bela Negara (PPBN)*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Lapsley, D. K., & Narvaez, D. (2004). Character education. *Handbook of Moral Development*, 689-712.
- Lickona, T. (1996). Eleven Principles of Effective Character Education. *Journal of Moral Education*, 25(1), 93-100.
- Mayer, R. E. (2009). *Multimedia Learning (2nd ed.)*. Cambridge University Press.
- Merrill, M. D. (2002). First Principles of Instruction. *Educational Technology Research and Development*, 50(3), 43-59.

- Morrison, F. J., Ponitz, C. C., & McClelland, M. M. (2010). Self-regulation and academic achievement in the transition to school. In S. D. Calkins & M. A. Bell (Eds.), *Child development at the intersection of emotion and cognition* (pp. 203–224).
- Plomp, T. (2013). Educational Design Research: An Introduction. In T. Plomp & N. Nieveen (Eds.), *Educational Design Research Part A: An Introduction* (pp. 10-51). Enschede, The Netherlands: SLO.
- Reeves, T. C. & Hedberg, J. G. (2003). *Interactive learning systems evaluation*. Englewood Cliffs, New Jersey: Educational Technology Publications.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional Design (3rd ed.)*. Willey JosseyBass Education, NY: Merrill.
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 165–173.
- Suwardani, N. P. (2020). *Pendidikan Karakter dalam Merajut Harapan Bangsa yang Bermartabat*. In I. W. Wahyudi (Ed.), Unhi Press. UNHI Press.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.