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## Development of Character-Based Student Worksheets (LKPD) for Civic Education (PPKn) on Rights, Duties, and Responsibilities in Madrasah Ibtidaiyah

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### ABSTRACT

*This study addresses the limited availability of instructional materials that explicitly integrate character education in civic education (PPKn) at the elementary level, particularly within the context of Islamic schools (Madrasah Ibtidaiyah). The primary aim of this research is to develop a student worksheet (LKPD) for PPKn that is based on character education and focused on the topic of rights, obligations, and responsibilities. Employing a qualitative approach with a research and development (R&D) design, the study was conducted at a Madrasah Ibtidaiyah in Kendari City. Data were collected through interviews, observations, and document analysis, involving teachers and students as key informants. The results indicate that the developed LKPD meets the criteria of validity, practicality, and effectiveness. It facilitates active student engagement and supports the internalization of core character values such as responsibility, empathy, and social awareness. The findings suggest that integrating character education through well-designed LKPDs can enhance both cognitive and affective learning outcomes in civic education. This research contributes to the development of character-based instructional tools and provides a practical model for educators aiming to cultivate civic virtues in early education settings.*

### ABSTRAK

Penelitian ini mengidentifikasi keterbatasan materi ajar yang secara eksplisit mengintegrasikan pendidikan karakter dalam pembelajaran PPKn pada tingkat pendidikan dasar, khususnya di Madrasah Ibtidaiyah. Tujuan utama penelitian ini adalah mengembangkan Lembar Kerja Peserta Didik (LKPD) untuk PPKn yang berbasis pendidikan karakter dengan fokus pada materi hak, kewajiban, dan tanggung jawab. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian dan pengembangan (R&D) yang dilakukan di Madrasah Ibtidaiyah di Kota Kendari. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen dengan melibatkan guru dan siswa sebagai informan kunci. Hasil penelitian menunjukkan bahwa LKPD yang dikembangkan memenuhi kriteria validitas, kepraktisan, dan efektivitas. LKPD ini mampu meningkatkan keterlibatan aktif siswa serta mendukung internalisasi nilai-nilai karakter seperti tanggung jawab, empati, dan kesadaran sosial. Temuan ini mengindikasikan bahwa integrasi pendidikan karakter melalui LKPD yang dirancang dengan baik dapat meningkatkan hasil belajar kognitif dan afektif dalam pendidikan kewarganegaraan. Penelitian ini memberikan kontribusi terhadap pengembangan perangkat ajar berbasis karakter dan menawarkan model praktis bagi pendidik dalam menumbuhkan nilai kewarganegaraan pada peserta didik sejak dini.

### INTRODUCTION

Character education is the main foundation in the formation of students' personalities from an early age. In the context of basic education in Indonesia, the instillation of character values has become increasingly urgent along with the challenges of the globalization era that have an impact on shifting values, social behavior, and culture of the younger generation

(Lickona, 1991). One subject that has strategic potential in shaping student character is Pancasila and Citizenship Education (PPKn) (Assingkily & Putri, 2025). Through PPKn, students are encouraged to understand and internalize the basic values of national and state life, including the rights, obligations, and responsibilities as good citizens (Ministry of Education and Culture, 2017). However, in practice, PPKn learning at the Madrasah Ibtidaiyah (MI) level still faces a number of challenges, especially in terms of delivering abstract material to students who are at the concrete operational development stage (Piaget, 1952).

Student Worksheets (LKPD) as a form of learning tool, if designed with the right approach, have the potential to be an effective pedagogical tool in integrating character values into the learning process (Narvaez, 2006). Unfortunately, many LKPDs used in MI are still oriented solely to cognitive mastery of material, without linking learning to the formation of attitudes and values (Suyadi, 2013). Therefore, innovation is needed in the development of LKPD based on character education that not only emphasizes conceptual understanding, but also encourages reflection, active participation, and the formation of student character holistically (Zuchdi, 2009).

Although Civics (PPKn) learning plays a strategic role in shaping students' character, its implementation in Islamic elementary schools (madrasah ibtidaiyah) still faces various obstacles. Material such as rights, obligations, and responsibilities, which are a core part of PPKn learning, is often presented textually and theoretically, without involving meaningful learning experiences. As a result, students struggle to connect these concepts to the realities of everyday life. Furthermore, the learning approach tends to be teacher-centered, with students playing a passive role. The lack of teaching tools capable of stimulating active engagement and the formation of attitudes and values is one of the causes of the low effectiveness of character learning in the classroom.

In this context, developing a character education-based student worksheet (LKPD) is a potential solution to address these issues. However, until now, there have not been many LKPDs systematically designed to explicitly integrate character values into PPKn learning, particularly on the theme of rights, obligations, and responsibilities. Therefore, it is important to formulate the form, content, and strategy for compiling LKPDs that not only convey PPKn material conceptually but also instill character values relevant to the lives of students in Islamic elementary schools. The main question in this study is: how to develop a character education-based PPKn LKPD that is feasible, practical, and effective for use in learning the theme of rights, obligations, and responsibilities in MI?

Based on the identified problems, this study aims to develop Student Worksheets (LKPD) for Civics (PPKn) based on character education values. The focus of the development is directed at the material on rights, obligations, and responsibilities, which are essential in developing civic awareness in elementary school students (Astarita et al., 2024). Through this development, it is hoped that students will not only understand the concepts cognitively but also actively participate in the learning process, encouraging the internalization of character values such as responsibility, justice, and social awareness.

Specifically, this study aims to: (1) design a character education-based PPKn LKPD that suits the characteristics and needs of MI students; (2) test the feasibility level of the developed LKPD through expert validation and limited trials; and (3) evaluate the practicality and effectiveness of using LKPD in improving students' understanding of character concepts and attitudes in PPKn learning. Thus, this study is expected to provide a real contribution in the development of contextual teaching tools that support the strengthening of character education in basic religious education units.

Research on the development of Student Worksheets (LKPD) has been extensively conducted in various fields of study, including in the context of elementary education. However, most of this research still focuses on developing students' cognitive aspects, with little attention paid to the integration of character values into the content and learning activities. In previous

studies, LKPD were generally designed as an instrument for practicing understanding the material, rather than as a medium for systematically internalizing the moral and ethical values essential for character formation in students. Furthermore, there is still limited research examining the development of LKPD based on character education contextually in the subject of PPKn, particularly those that address the theme of rights, obligations, and responsibilities within the framework of elementary madrasah education.

In addition, most studies on the development of teaching materials at the Islamic elementary school (MI) level have not yet placed character education as a central component integrated into the instructional design. This indicates a gap in the literature that needs to be filled, particularly in developing teaching materials that not only meet curriculum standards but also can shape students' personalities holistically. Therefore, this study aims to address this need by developing student worksheets (LKPD) that are not only valid and practical but also explicitly incorporate character values into the learning process, while contributing to filling the gap in the field of teaching material-based character education studies in Islamic elementary schools (Madrasah Ibtidaiyah).

This study offers an innovative approach to developing teaching materials by integrating character education values into Student Worksheets (LKPD) for Civics (PPKn) learning in Islamic elementary schools. The novelty of this study lies in the design of the LKPD, which not only functions as a tool for understanding the material but also as a means of character development through reflective, dialogical, and contextual activities. Unlike previous studies that position character education implicitly or merely as a complement, this study explicitly internalizes values such as responsibility, justice, and social concern in every component of the LKPD, both in terms of content, task instructions, and evaluation.

The justification for the importance of this research is reinforced by the urgency of strengthening character education in Islamic elementary schools (madrasah ibtidaiyah), which play a strategic role in shaping children's personalities from an early age based on Islamic and national values. The development of this Student Worksheet (LKPD) is expected to address teachers' needs for applicable, contextual, and transformational teaching materials, as well as provide an academic contribution to the development of PPKn learning models aligned with the national curriculum policy based on character strengthening. Therefore, the results of this research will not only be of practical use at the educational unit level but will also enrich the scientific discourse in the field of developing values-based teaching materials at the elementary level.

## METHOD

### *Types and Approaches of Research*

This study employed a qualitative approach with a developmental research approach. This approach focused on developing a learning tool in the form of a Student Worksheet (LKPD) based on character education in the Pancasila and Citizenship Education (PPKn) subject (Sugiyono, 2015; Assingkily, 2021). This approach was chosen to explore in depth the planning, preparation, and validation processes of the LKPD, developed based on the context of learning needs in elementary madrasahs.

### *Development Model Used*

The development model applied in this study refers to the stages of instructional design, which include steps such as needs analysis, initial product design, expert validation, product revision, and limited trials (Majid, 2014). The basic principles of this model emphasize the importance of developing adaptive, effective, and character-based teaching materials. The explanation is as follows:

- Needs Analysis: Identification of learning needs related to student character and expected competencies in PPKn subjects.

- Initial Product Design: Drafting a character-based worksheet relevant to the learning material.
- Expert Validation: Initial feasibility testing of the worksheet by experts in character education and teaching materials development.
- Revision: Refinement of the worksheet based on expert input and the results of a limited trial.
- Limited Trial: Testing the revised worksheet to ensure it meets learning needs and student characteristics.

#### *Research Background*

This research was conducted at a state Islamic elementary school in Kendari City, Southeast Sulawesi, which was selected purposively. This local context contributed to the ecological validity of the product developed, while also taking into account the social and cultural characteristics of the students (Depdiknas, 2006).

#### *Research Informants*

Informants in this study were selected purposively based on their teaching experience and involvement in learning the theme of rights, obligations, and responsibilities. The selection of PPKn teachers, madrasah principals, and fifth-grade students as primary informants aimed to obtain more valid triangulation data (Sudjana, 2005).

#### *Data collection technique*

Data collection techniques included semi-structured interviews, participant observation, and documentation studies. This combination of methods aimed to obtain a comprehensive picture of the process and effectiveness of implementing character education-based student worksheets (LKPD) (Sanjaya, 2008). Data collection techniques in this study included:

- Semi-Structured Interviews: Interviews were conducted with PPKn teachers and madrasah principals to obtain information regarding the needs and characteristics of students as well as their perceptions of existing teaching materials.
- Participatory Observation: Observations were conducted during the trial of the use of Student Worksheets (LKPD) to observe student responses and classroom learning dynamics.
- Documentation Study: Documentation collected included the syllabus, lesson plans, and previous LKPDs as comparative material for analyzing the effectiveness of the existing LKPD.
- Expert Validation: Validation was conducted by involving two expert lecturers in the fields of character education and learning tool development to provide input on the design and content of the LKPD.

#### *Data Analysis Techniques*

The data were analyzed using thematic analysis techniques, with the stages of data reduction, data presentation, and conclusion drawing (Sugiyono, 2015). The analysis was conducted to identify key themes related to the effectiveness of the Student Worksheet (LKPD) in improving understanding of the concepts of rights, obligations, and responsibilities, as well as character formation. The data obtained were analyzed using thematic analysis techniques, which involved the following processes:

- Data Reduction: Organizing data from interviews, observations, and documentation into relevant categories, such as student character needs, responses to LKPD, and the effectiveness of using LKPD in learning.
- Data Presentation: Data that has been categorized is presented in narrative descriptive form to describe the relationship between the findings and the research objectives.
- Drawing Conclusions: From the results of the analysis, the researcher drew conclusions that describe the relationship between the development of character-based LKPD and its influence on the PPKn learning process.

### Data Validity Test

To ensure data validity, this study employed source and technique triangulation, an audit trail, and confirmed the findings (Zuchdi, 2009). This aligns with the validity principles in qualitative research proposed by Lincoln and Guba, namely:

- **Credibility:** Achieved through triangulation of sources and techniques, by comparing the results of interviews, observations, and documentation.
- **Transferability:** Maintained by providing a detailed description of the research context, so readers can assess the relevance and applicability of the research results to other contexts.
- **Dependability:** Strengthened through an audit trail, which is documentation that records the entire research process to ensure consistency and transparency.
- **Confirmability:** Maintained by demonstrating that the research findings are derived from the collected data, not from the researcher's assumptions or interpretations.

### Relevance and Application of Research Products

Using a systematic and locally context-based approach, this research method is designed to produce student worksheets (LKPD) that are not only academically sound but also relevant and applicable. This research aims to support the strengthening of character education through PPKn learning in elementary madrasas (Islamic elementary schools) in a manner that is appropriate to the needs and characteristics of the students there.

## FINDINGS AND DISCUSSION

The results of the study indicate that the development of Student Worksheets (LKPD) based on character education on the material of Rights, Obligations, and Responsibilities in PPKn learning in Madrasah Ibtidaiyah (MI) has a positive impact on three main aspects: content validity, practicality of implementation, and effectiveness on the learning process and outcomes (Sugiyono, 2015). LKPD developed through a validation stage by material experts, character education experts, and readability tests by teachers and students, shows conformity with the pedagogical principles and cognitive structure of MI students (National Education Standards Agency, 2010). This validation emphasizes the importance of teaching tools that are able to support the strengthening of character values such as responsibility, caring, and justice (Lickona, 1991).

Table 1. Summary of Research Findings

Aspects Analyzed	Findings
Content Validity	LKPD is in accordance with the pedagogical principles and cognitive characteristics of MI students; it supports the values of responsibility, caring, and justice.
Practicality of Use	LKPD can be used effectively by teachers and students; the activities are clear, and the instructions are easy to understand.
Student Engagement	Students are active in discussions, reflections, case studies, and educational games; meaningful interactions are created.
Learning Effectiveness	Improving conceptual understanding and shaping attitudes through contextual and thematic approaches.
Integration of Character Values	Improving conceptual understanding and shaping attitudes through contextual and thematic approaches.
Theoretical and Practical Implications	Supports a constructivist approach and holistic value learning; provides a character-based LKPD model for the MI context.
Research Limitations	Limited to one location, short duration, and non-quantitative evaluation of student character development.

Field observations and interviews show that students actively engage in the learning process using student worksheets (LKPD). Activities such as group discussions, self-reflection,

case studies, and educational games encourage meaningful interactions between students and the material and among themselves (Hosnan, 2014). This demonstrates that LKPD is not only oriented toward cognitive achievement but also fosters positive attitudes and habits through contextual activities.

This interpretation of the results aligns with Piaget's constructivist theory, which emphasizes the importance of active student involvement in constructing knowledge and values (Piaget, 1952), as well as Vygotsky's view of the importance of social interaction in learning (Vygotsky, 1978). This character education-based student worksheet (LKPD) also applies a thematic approach relevant to students' daily lives. For example, in one activity, students are asked to analyze a case of disorder in the school queue and then write down the responsibilities of each member of the school community. This encourages critical thinking and empathy, two important elements in character education (Narvaez, 2006).

Practically, this research contributes to an explicit character learning model through student worksheets (LKPD) at the elementary school level. Until now, character education has often only appeared in teachers' oral narratives or behavioral conditioning without the support of systematic teaching tools. This research demonstrates that LKPD can be designed to convey character values directly through structured learning experiences.

Compared to conventional teaching tools that are purely theoretical, this LKPD integrates character values explicitly into every task instruction and learning reflection (Suyadi, 2013). This reinforces the notion that character education cannot simply be taught implicitly but must be designed and integrated structurally into the learning process (Zuchdi, 2009).

However, this study also has limitations. The study location was limited to only one elementary madrasah in Kendari City, making the results less generalizable (Ministry of National Education, 2006). Furthermore, the effectiveness test of the student worksheets (LKPD) was conducted over a relatively short period of time, so it was not possible to observe the long-term impact on student character formation. For future research, it is recommended to replicate the study in various regions with different social contexts, as well as develop LKPDs based on other character values such as tolerance, mutual cooperation, and deliberation (Ministry of Education and Culture, 2017).

Socially and ethically, the results of this study emphasize the importance of basic education as a foundation for developing citizens with character. Student worksheets (LKPD) provide a space for students to learn not only about legal norms but also develop moral awareness and social responsibility. However, it is important to ensure that the values conveyed in LKPD are not indoctrinating but rather encourage students to think critically and assess values independently.

Finally, student worksheet development must consider the context of student diversity. The values incorporated must be inclusive and relevant to students' local, cultural, and religious backgrounds. Teachers play the role of facilitators of values, not the sole authority on truth. Therefore, teacher training in facilitating character learning in a contextual and equitable manner is crucial.

Overall, this research confirms that teaching tools such as student worksheets (LKPD) can be a strategic tool for systematic and sustainable character development in students. With a contextual, interactive, and valuable design, LKPD not only meets curriculum requirements but also addresses society's need for a generation with integrity.

## CONCLUSION

This research successfully developed a character education-based Student Worksheet (LKPD) for Pancasila and Citizenship Education (PPKn) on the theme of Rights, Obligations, and Responsibilities. The LKPD developed met the criteria of validity, practicality, and effectiveness in improving students' conceptual understanding and internalization of character values.

The research findings reinforce the view that character education must be explicitly integrated into teaching materials through a constructivist and contextual approach. These student worksheets serve not only to meet curriculum standards but also as a meaningful learning medium that holistically develops students' personalities.

Recommendations for further development include expanding the LKPD theme to include other character values and conducting testing on a broader scale. Furthermore, the development of digital-based LKPD, or e-LKPD, is also an innovative alternative for 21st-century learning. Through this innovative character-based teaching tool, Civics and Citizenship Education (PPKn) education in Islamic Elementary Schools (Madrasah Ibtidaiyah) is expected to shape a young generation with integrity, responsibility, and noble character as Indonesian citizens.

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