

Integrating Ki Hadjar Dewantara's values in learning modules in elementary schools: Analysis of teacher and student needs

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Abstract: This research investigates the significance of implementing Ki Hadjar Dewantara's values in elementary schools as a strategy to mitigate bullying, which has a considerable negative impact on students both socially and academically. This study aimed to identify the needs of teachers, students, and school principals in developing an effective educational module that incorporates these values. Employing a qualitative research design, data were collected through guided written reflections, in-depth interviews, passive observations, and document analyses across four public elementary schools in Surakarta. The data were analyzed using triangulation for validation and thematic analysis to identify the key patterns and themes. The findings indicate that principles such as "Ing ngarsa sung tulada," "Ing madya mangun karsa," and "Tut wuri handayani" Tut wuri handayani are recognized within the curriculum; however, their application remains inconsistent and lacks focus. This underscores the necessity of a structured and culturally relevant module that can integrate these values into daily classroom activities. The study concludes that a well-developed module can enhance academic learning while significantly reducing bullying and strengthening students' character. These findings suggest that the module should be designed to support student-centered learning, utilize interactive approaches, and leverage technology. Further research is required to assess the long-term effectiveness of this module in a broader context.

Keywords: *Bullying, Character, Elementary education, Ki Hadjar dewantara, Learning module, Needs analysis, Role model.*

1. Introduction

Bullying has a significantly negative impact on students, affecting them socially, emotionally, and academically. Victims of bullying often face psychosocial issues, such as depression, anxiety, and social rejection [1][2]. Academically, bullying can lead to decreased academic performance, reduced school engagement, and lower attendance rates [3][4]. These effects can persist for several years, with females typically experiencing more severe consequences. Various interventions have been developed to address these issues. Empathy character development programs have proven to be effective in reducing bullying behavior [5]. Social-emotional learning plays a crucial role in bullying prevention by enhancing students' social-emotional competencies [6]. Nevertheless, the negative effects of bullying tend to diminish over time, indicating potential resilience among victims.

Bullying is a significant issue in Indonesia, especially among adolescents. This phenomenon occurs not only in schools but also in residential communities [7]. Bullying is defined as the misuse of power or authority by individuals or groups, manifesting in both physical and psychological forms and typically occurring repeatedly [8]. Research indicates that approximately 40% of teenagers in Indonesia experience bullying in schools, with 32% reporting incidents of physical violence [9]. Bullying

behaviors include insults, excessive teasing in harmful ways, physical aggression, deliberately excluding individuals, and various forms of verbal and social intimidation [10]. Factors such as family environment, peer groups, and cultural context significantly contribute to the emergence of bullying behavior. The impact of bullying extends beyond mental and emotional health, disrupting students' learning processes and academic performance [11][12]. Therefore, it is crucial to raise public awareness about bullying behaviors and prevention strategies, as well as foster an anti-bullying environment in schools to reduce the prevalence of such incidents.

Effective interventions are essential to create a safe and supportive learning environment. Assertiveness training has been shown to assist students in constructively addressing bullying [9]. Preventing bullying in schools requires a comprehensive approach that involves multiple stakeholders. Integrated anti-bullying programs, along with effective nursing interventions, have been successful in reducing bullying behaviors [13][14]. Strategies include educational programs, physical activities, training, and peer-group initiatives [5]. The development of empathy and social skills among students is crucial for bullying prevention, and other programs, such as Educare, have been evaluated for their potential to enhance prosocial attitudes in inclusive school settings [15][16]. Prevention efforts must also engage teachers, students, parents, and healthcare professionals through education, counseling, games, and training [17]. Furthermore, involving students in collaborative projects such as group assignments can help them appreciate the significance of teamwork and value each member's contributions [18]. In this manner, students can learn to respect their peers and foster harmonious relationships in the school environment.

Ki Hadjar Dewantara, recognized as the Father of National Education in Indonesia, played a crucial role in the advancement of education and the struggle for independence. Born in Yogyakarta on May 2, 1889, and deceased on April 26, 1959, he established Taman Siswa, an educational institution that enabled indigenous people to obtain an education equivalent to that of the aristocracy and Dutch citizens during the colonial period [19]. Ki Hadjar Dewantara introduced three primary principles in education: *Ing ngarsa sung tulada*, which emphasizes the importance of providing exemplary behavior and respecting elders; *Ing madya mangun karsa*, which emphasizes the role of constructing and developing ideas within society; and *Tut wuri handayani*, which teaches the significance of providing support from behind [20][21]. These principles form the foundation of inclusive education and create a learning environment characterized by enthusiasm and unity, where each individual feels supported and valued.

Character education has become an integral component of Indonesia's national education system, which aims to address social issues and shape the morality of the nation's youth [22]. The values cultivated in character education encompass religious, cultural, and Pancasila principles [23]. Habituation, exemplification, guidance, and motivation are strategies for instilling character values. It is widely recognized that Ki Hajar Dewantara's educational philosophy, which emphasizes the internalization of cultural values and self-reliance, provides a foundation for character development that aligns with local and national contexts [24][25]. Ki Hajar Dewantara also underscored the importance of inclusive and adaptive education, enabling students to learn from their surroundings, including the school, family, and community environments [26]. This approach is consistent with efforts to cultivate individuals who are academically proficient and possess empathy, responsibility, and social awareness [27]. Thus, the values espoused by Ki Hajar Dewantara remain not only relevant, but also essential in shaping a younger generation capable of addressing contemporary challenges and contributing positively to society. Therefore, Ki Hajar Dewantara's educational values serve as a robust foundation in molding a generation that is not only intellectually adept but also characterized by integrity in accordance with local and national contexts.

The utilization of modules as a learning medium has a significant relevance in enhancing students' character values. Research indicates that local wisdom-based modules effectively foster a sense of peace among elementary school students. A study conducted by Suprpto *et al* [28] revealed that both electronic and printed modules positively contribute to the development of a peaceful character, with

electronic modules demonstrating more pronounced results. Furthermore, research by Asrial *et al* [29] suggests that local wisdom-based modules enhance students' social concern, indicating that appropriate learning media can support character development. The implementation of character-infused modules in physics education has also proven to be effective in improving students' learning outcomes. Misbah *et al* [30] reported that character-laden modules on vibrations, waves, and sound not only enhance the understanding of physics concepts but also contribute to the better formation of students' characters. This illustrates that modules serve as a means of delivering academic content, while simultaneously instilling essential character values in daily life. The importance of modules in character education is further evident in broader learning contexts such as the application of character-based cooperative learning models. Research indicates that integrating character values into comic media can enhance student engagement and overall learning outcomes [31]. Therefore, the application of modules as a learning medium focuses not only on academic aspects, but also on the holistic and sustainable development of students' characteristics.

Analyzing needs is a crucial step in the development of effective learning modules within educational institutions. This process aids in identifying students' learning requirements, understanding potential challenges, and determining expected outcomes [29][32]. The results of this analysis provide valuable guidance for designing relevant and effective educational materials, taking into account various factors such as curriculum alignment, teaching processes, resource availability, and student preferences. By ensuring that the developed materials are truly aligned with the needs, the analysis of needs plays a vital role [33][34]. Furthermore, this analysis encourages the integration of technology and innovative teaching approaches to enhance the learning experience [35]. Through a comprehensive needs analysis, educators can create modules that not only meet learning objectives, but also incorporate engaging content and teaching methods tailored to the specific needs and characteristics of the subject matter. Consequently, students can benefit from a more engaging, effective, and personalized learning experience across various subjects and educational levels.

Bullying in elementary schools remains a significant challenge, despite various efforts to address it. The negative impacts of bullying, experienced socially, emotionally, and academically, continue to pose a threat to students' well-being [1][36]. One potentially effective approach to reducing bullying behavior is the integration of Ki Hadjar Dewantara's exemplary values into learning modules. Values such as *ngarsa-sung tulada* and *tut wuri handayani* are highly relevant in creating an inclusive and supportive learning environment in which every student feels valued and guided [37].

Referring to the various findings and analyses that have been conducted, this study aims to analyze the specific needs of students and teachers related to the development of such modules. This needs analysis will serve as a strong foundation for designing relevant and targeted modules with the objective of imparting exemplary values to students and assisting them in developing positive character traits in the future [38]. By incorporating Ki Hadjar Dewantara's exemplary values into learning modules, this research focuses not only on academic improvement, but also on the holistic character formation of students. Through this approach, we anticipate that more contextual and effective solutions can be identified to reduce bullying in elementary school environments.

2. Literature Review

2.1. Bullying in Elementary School

Comprehension of bullying and its primary forms is crucial in education and students' mental health. There are three main categories of bullying: physical, verbal, and social bullying. Physical bullying encompasses aggressive actions involving physical contact, such as striking or damaging a victim's possessions [9]. Although this form is the most readily identifiable, verbal and social forms are garnering increasing attention. Verbal bullying comprises insults and threats that undermine a victim's self-esteem [39]. Social bullying involves actions aimed at isolating or damaging a victim's social relationships, such as disseminating rumors or exclusion [40]. Research indicates that, while physical bullying may be declining, verbal and social bullying are increasing and are more challenging for adults

to detect [41]. In educational settings, students who experience verbal and social bullying frequently exhibit severe psychological consequences including depression and anxiety [42]. Consequently, it is imperative for schools and parents to understand the various forms of bullying and develop effective prevention strategies to establish a safe and supportive environment for all students and mitigate bullying incidents.

Bullying is a complex social issue that manifests in physical, verbal, and social forms [5]. Research shows that bullying prevention initiatives are effective, particularly in reducing physical and relational bullying, although they have less of an impact on verbal bullying [43]. Parental guidance to bystanders varies depending on the type of bullying witnessed [6]. A key factor that distinguishes bullying from other aggressive behaviors is the presence of a power imbalance; bullying often occurs within specific school environments and contexts [44]. An analysis of children's picture books reveals a predominance of verbal bullying portrayed by Caucasian male characters in educational settings [14]. Additionally, students with autism spectrum conditions show a strong understanding of both traditional and cyberbullying, and young adult literature helps adolescents grasp the complex dynamics of bullying [18]. Bullying in educational institutions severely affects students' psychosocial health and academic performance, leading to increased depression, anxiety, social rejection, and lower academic achievement [15]. Various forms of bullying, including verbal, physical, and cyberbullying, cause psychological distress and insecurity among students, which further diminishes their academic performance.

Given the high prevalence of bullying and its association with depression, psychosomatic symptoms, sleep disturbances, and academic decline, particularly in specific educational environments and among various demographic groups, the implementation of targeted interventions such as prevention programs has become imperative for mitigating both the incidence of bullying and its deleterious effects on students' well-being and academic performance.

2.2. Exemplary Values in the Thoughts of Ki Hajar Dewantara

The exemplary values in Ki Hajar Dewantara's philosophy are of paramount importance in shaping students' character and morality in the educational context. Ki Hajar Dewantara, a prominent figure in Indonesian national education, emphasized the significance of exemplary conduct in the teaching and learning process through the principle "Ing ngarso sung tulodo, ing madya mangun karso, tut wuri handayani." This principle implies that educators must serve as positive role models for students, foster enthusiasm and motivation, and provide support from behind [21][19]. Consequently, the exemplary behavior demonstrated by educators not only functions as a behavioral model, but also as a source of inspiration for students to develop positive character traits and strong moral values. Research indicates that the implementation of exemplary values in education can enhance students' awareness of social responsibility and ethics, which is crucial for building a civilized and cultured society [22]. Furthermore, the concept of exemplary conduct in Ki Hajar Dewantara's philosophy encompasses the reinforcement of local and national cultural values in education.

Aligned with this, the implementation of Ki Hajar Dewantara's principles in character education fosters an inclusive and supportive learning environment. By providing constructive support, educators can assist students in overcoming the challenges they encounter, both academically and socially [23][20]. This approach is consistent with the objectives of character education, which emphasize not only academic achievement but also the development of a well-rounded and integrity-driven personality. Consequently, the principles of "Ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani" serve as a guiding framework for educators and a foundation for nurturing a generation of youth with strong character who can positively contribute to society [37][45]. By integrating exemplary values into the curriculum, students gain knowledge not only in academic subjects, but also in the significance of character and morality in everyday life. This aligns with efforts to cultivate a generation that is intellectually capable and possesses high integrity and social awareness [46]. Therefore, Ki Hajar Dewantara's thoughts on exemplarity remain highly relevant in the current educational context, particularly in shaping students' character to effectively navigate the challenges of globalization.

2.3. Utilization of Learning Modules in Character Building in Elementary Schools

A module in the context of elementary education can be understood as a self-contained unit or a set of learning materials designed to aid in the teaching and learning process. Modules often encompass a specific area of knowledge or skill and are structured to facilitate independent learning by students as well as guided instruction by teachers [47]. Interestingly, the benefits of using these modules in elementary education are multifaceted. Modules can be tailored to incorporate sociocultural elements relevant to students, thereby enhancing the learning experience and improving skills such as descriptive writing [48]. They can also be designed to integrate critical 21st-century skills, such as financial literacy, into the curriculum, which has been shown to be effective in improving learning outcomes [49]. Furthermore, modules can be developed to support various pedagogical approaches, including project-based learning to foster creativity [50], and contextual teaching to make learning more relevant and engaging [48]. The use of technology-based modules, such as e-modules and Flipbooks, can optimize educational experiences by catering to students' digital literacy needs of students [51][52]. In summary, educational modules serve as valuable tools in elementary education by providing structured, adaptable, and engaging learning materials that can be customized to meet students' diverse needs. They support a range of educational goals, from enhancing literacy and critical reasoning, to incorporating essential life skills and leveraging technological advancements.

These research papers highlight the importance of needs analysis in developing effective educational modules and materials. Several studies emphasize the need for modules that cater to students' specific requirements, such as improving writing skills through social media and enhancing generic science skills in chemistry [53]. The development of e-modules and digital teaching materials has also been explored to improve Technological Pedagogical Content Knowledge (TPACK) competencies [54] and mathematical communication skills [55]. Some studies have focused on incorporating specific approaches to enhance learning outcomes, such as ethnoscience [56] and guided discovery [57], to enhance learning outcomes. Additionally, the importance of a needs analysis in designing training programs for healthcare professionals has been highlighted [58]. Overall, these studies underscore the importance of conducting thorough needs assessments to develop tailored and effective educational materials and modules.

The utilization of learning modules in primary education plays a crucial role in character development among students. Learning modules serve not only as a means to convey knowledge, but also as adaptable tools for integrating other elements, such as character and attitudes. Through appropriate needs analysis, modules can be designed to enhance academic achievement while simultaneously holistically shaping students' character, rendering them effective instruments for cultivating a generation with integrity and preparedness for the future.

3. Method

This study employs a qualitative approach [59], concentrating on the analysis of practical issues aimed at examining Ki Hadjar Dewantara's exemplary values within the context of public elementary schools in Surakarta. This approach was selected to provide a comprehensive understanding of the necessity of implementing these exemplary values in efforts to reduce the incidence of bullying among elementary school students. This research was conducted across four public elementary schools in Surakarta: SDN Manahan Banjarsari, SDN Kauman Pasar Kliwon, SDN Cemara Dua Banjarsari, and SDN Mangkubumen Laweyan. These schools were selected purposively [60], considering the representation of each district that has experienced bullying cases and their relevance to the research objectives. The subjects of the study included school principals, classroom teachers, and students from Grades 1 to 6 at these institutions.

3.1. Data Collection Technique

The data for this research were gathered through a variety of techniques to ensure comprehensive richness of information. The data collection methods employed include non-test techniques [61], which

consist of: 1) Guided Written Reflection: This conducted with classroom teachers in the schools under study to obtain in-depth information regarding the implementation of Ki Hadjar Dewantara's exemplary values and their effectiveness in reducing bullying. 2) In-depth Interviews: Interviews were conducted with teachers, school principals, and students to validate the findings from the guided written reflections and to explore further practical issues related to the implementation of the values module. 3) Passive Participant Observation: This was conducted during the learning process to directly observe the application of Ki Hadjar Dewantara's exemplary values in the classroom. 4) Document Analysis: This involved reviewing educational documents such as curricula, syllabi, lesson plans, textbooks, and other teaching materials utilized by the teachers. Table 1 summarizes the data collection techniques and instruments used to gather information for this study.

Table 1.
Data collection techniques and research instruments.

No	Data collection technique	Measured Aspects	Measured Indicators	Data source
1	Guided written reflection	Implementation of exemplary values of Ki Hadjar Dewantara	Frequency of application of exemplary principles in classroom activities	Class teacher
2	In-depth interviews	Effectiveness and challenges in implementing exemplary values	Teachers', principals', and students' views on the impact of the module	Teacher, principal, student
3	Passive participatory observation	Implementation of exemplary values in classroom interactions	Alignment of teacher and student behavior with exemplary values	Teacher, student
4	Document analysis	Consistency of documents with exemplary values of Ki Hadjar Dewantara	Suitability of curriculum, syllabus, lesson plans, and teaching materials with exemplary values	Learning documents (Curriculum, lesson plan)

Source: [62][63]

3.2. Data Validity Checking Techniques

To ensure data validity, this study employed the techniques of data source triangulation and triangulation of data collection methods. Data source triangulation was conducted by gathering information from various sources, such as teachers, students, and school principals, followed by cross-checking to ensure the consistency of information [64]. Meanwhile, method triangulation was implemented using diverse data collection techniques (guided written reflection, in-depth interviews, observations, and document analysis) to obtain a more comprehensive understanding [65].

3.3. Data Analysis Techniques

The collected data were analyzed using the constant comparative method [66], which encompasses several steps: 1) identifying the outcomes of the analysis of the implementation module of the exemplary values of Ki Hadjar Dewantara aimed at reducing student bullying, assessed through three indicators. 2) Categorizing or identifying various occurrences in the teaching module analysis 3) Synthesis or correlation of various elements arising from the design of the implementation module of the exemplary values of Ki Hadjar Dewantara. The identified weaknesses will serve as a basis for researchers to consider the necessary adjustments. 4) Restructuring the requirements for the implementation module of Ki Hadjar Dewantara's exemplary values based on feedback from teachers and students. Figure 1 illustrates the analysis techniques applied in this research.

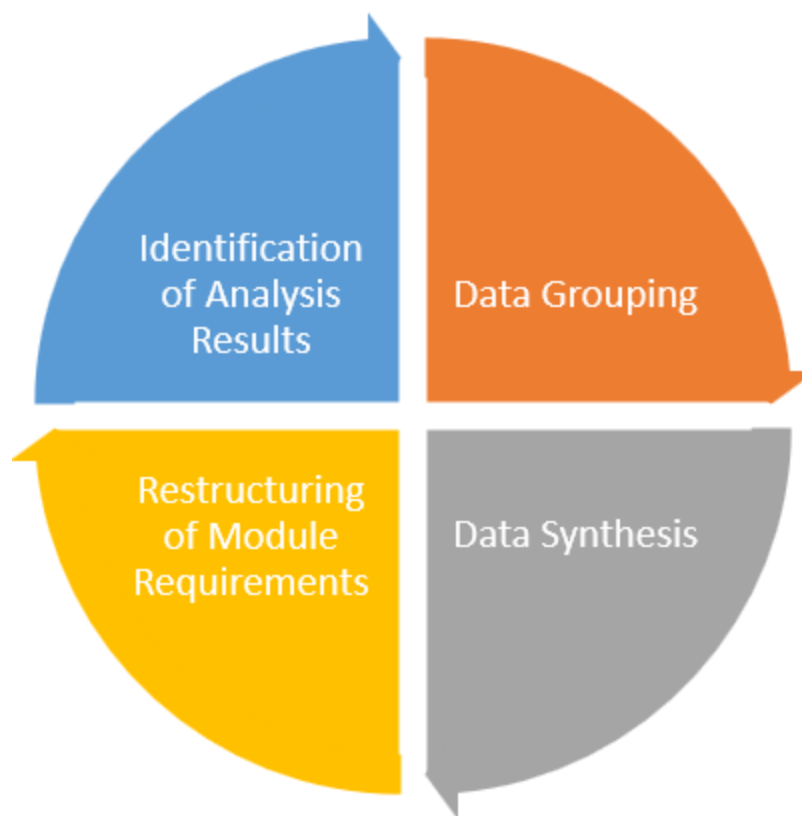


Figure 1.
Data analysis techniques.

4. Result

4.1. Implementation of Ki Hajar Dewantara's Exemplary Values

The guided written reflection conducted with elementary school teachers demonstrated a profound understanding of the importance of implementing Ki Hadjar Dewantara's exemplary values in the learning process. The teachers consistently expressed that the principles such as *Ing ngarsa sung tulada* (leading by example), *Ing madya mangun karsa* (building enthusiasm in the midst), and *Tut wuri handayani* (providing support from behind) constitute the primary pillars in shaping students' character, fostering not only academic intelligence, but also moral excellence and integrity.

In their application, teachers provide concrete examples of how these principles are actualized in the classroom. For instance, in the context of *Ing ngarsa sung tulada*, one teacher recounted how she consistently strives to be a role model for students in terms of discipline and responsibility. When students observe their teacher arriving punctually, prepare materials thoroughly, and treat all students equitably, they naturally emulate such behavior. The teacher also emphasized the significance of maintaining consistency, as positive examples must be demonstrated continuously to become habits that students can emulate. Meanwhile, in applying the principle of *Ing madya mangun karsa*, teachers endeavor to position themselves among students, fostering their enthusiasm through participatory approaches. A concrete example is when a teacher engages students in discussions and exchanges ideas about learning topics, encouraging them to express their opinions confidently. By acting as a facilitator among students, the teacher creates an inclusive and interactive learning environment in which each student feels valued and motivated to contribute.

The principle of *Tut Wuri Handayani* is consciously applied by teachers, particularly in providing support that may not be immediately visible but significantly impact student development. Educators

expressed that they often offer encouragement from behind the scenes, such as giving private praise to students who have made progress or providing additional assistance to those in need without drawing the attention of the entire class. This approach allows students to feel individually supported, motivating them to continue growing, and striving to reach their full potential.

This reflection illustrates that the values of exemplary leadership espoused by Ki Hadjar Dewantara are not merely slogans, but are genuinely integrated into daily classroom activities. Teachers, as the primary agents of education, recognize the critical role they play in shaping students' character through their examples, enthusiasm, and the support they provide. The implementation of these principles is expected to serve as a strong foundation for cultivating a generation of individuals who are character-driven and prepared to face future challenges in terms of integrity and responsibility.

4.2. Observation Results of Learning Based on Ki Hajar Dewantara's Exemplary Values in Class

Passive participant observation conducted during the learning process in elementary school classrooms indicates that despite efforts to implement Ki Hadjar Dewantara's exemplary values, their implementation remains suboptimal. The primary findings of this study revealed that the interaction between teachers and students often does not fully reflect the principles of *Ing ngarsa sung tulada*, *Ing madya mangun karsa*, and *Tut wuri handayani*. One indicator that the principle of *Ing ngarsa sung tulada* has not been optimally applied is inconsistency in the examples set by teachers. In certain situations, teachers appear to demonstrate insufficient discipline, such as arriving late in class or inadequately preparing materials. This results in students becoming less motivated to emulate positive behaviors. For instance, during observations, several students arrived late and displayed a lack of discipline in completing assignments, likely influenced by the examples set by their teachers.

The principle of *Ing madya mangun karsa*, which encourages student enthusiasm and participation, is not fully reflected in classroom interactions. Although teachers attempt to engage in discussions and group activities, this approach is often not accompanied by adequate encouragement of less active or shy students. For example, during group discussion sessions, some students tend to remain passive and non-participatory, while teachers appear to struggle to encourage their participation effectively. This indicates that the desired collective spirit has not been fully achieved, and there is a disparity in building *karsa* among students.

Observations indicate that the application of the *Tut Wuri Handayani* principle requires further enhancement, particularly in terms of providing consistent and ongoing support to students. Although efforts have been made to encourage students, this support is often not delivered in a personal or targeted manner. In many instances, teachers tend to offer praise or corrections in a general manner in front of the class, which may not effectively address the needs of students who require additional attention. For instance, some students struggle to grasp the material but do not receive extra guidance outside class hours, leading to further academic challenges. The alignment between teachers' reflections and classroom observations revealed a gap between intention and practice. Although teachers express a solid understanding of the importance of exemplary values in their guided written reflections, actual implementation is frequently hindered by various factors, such as time constraints, heavy workloads, and challenges in classroom management. These issues impede the optimal application of exemplary principles, ultimately affecting the effectiveness of learning and character development of students.

Overall, this observation highlights that despite the integration of Ki Hadjar Dewantara's exemplary values into the curriculum and the goodwill of teachers, classroom execution still requires improvement and optimization. A more systematic approach and greater support are necessary to ensure that these values are genuinely reflected in every interaction between teachers and students, thereby fostering a significant positive impact on character development in elementary school settings.

4.3. Results of Needs Analysis in Module Development: Teacher and Student Views

Interviews conducted with teachers and principals at several State Elementary Schools in Surakarta City revealed specific requirements that need to be addressed in the development of a module for Ki

Hadjar Dewantara's exemplary values. Teachers expressed a desire for a module that clearly integrated exemplary values into daily learning activities and was adaptable to diverse classroom conditions. They also expressed the need for the module to provide practical activities and concrete examples that are easily implemented. Principals emphasized the importance of a module that not only focuses on students but also supports teachers' professional development. This module is expected to serve as a tool to assist teachers in overcoming key challenges, such as time constraints in integrating exemplary values and the lack of materials supporting character-focused learning. Additional challenges encountered include managing heterogeneous classrooms and facilitating social interaction among students. A module that can assist teachers in classroom management and enhance positive interactions between students is highly desirable. Overall, this module is anticipated to create a more positive and inclusive learning environment focused on character formation while providing practical solutions for daily classroom challenges.

The interviews conducted with students from several public elementary schools in Surakarta provided intriguing insights into their needs regarding learning materials and methods that aligned with the values exemplified by Ki Hadjar Dewantara. Students expressed a desire to engage with content that was not only easily comprehensible, but also relevant to their daily lives. They hope that their learning experiences will enhance their understanding and application of values, such as discipline, responsibility, and cooperation in everyday situations. The students also demonstrated enthusiasm for interactive and enjoyable teaching methods. They feel more motivated and engaged when learning involves group activities, educational games, and open discussion. According to them, these approaches not only make learning more appealing but also facilitate a deeper internalization of exemplary values. Furthermore, students greatly appreciate modules that include real-life examples or inspiring stories that can relate to their own experiences. In terms of the format and content of the modules, the students showed a strong preference for visually engaging materials. They favor modules filled with images, illustrations, and diagrams that aid their understanding of the concepts being taught. Additionally, students expressed an interest in easily accessible modules, whether in print or digital formats. Some enthusiastically envisioned modules that could be accessed through interactive digital applications or platforms, allowing them to learn in a more modern way that fits their lifestyles.

In summary, students anticipated that the module to be developed would transcend mere reading material; they desired an informative, engaging, and user-friendly module. They seek a dynamic learning experience in which they can actively participate and derive satisfaction from the education process. By comprehending these preferences, module development can be executed more effectively, ensuring that exemplary values are conveyed in a manner that is both relevant and appealing to students.

4.4. Results of Analysis of Learning Documents

In an effort to develop an effective module to instill the exemplary values of Ki Hadjar Dewantara, the analysis of learning documents is an important step in assessing the suitability of the curriculum, syllabus, and Learning Implementation Plan (RPP) used in schools. The results of this document analysis provide an overview of how well exemplary values are integrated into daily learning and identify the strengths and weaknesses of these documents in supporting the objectives of the module to be developed.

4.4.1. Conformity of Curriculum and Lesson Plans with Exemplary Values

An analysis of the curriculum, syllabus, and lesson plans indicates that, despite efforts to integrate exemplary values, their implementation remains predominantly general and not consistently focused. Several learning documents have incorporated principles, such as *Ing ngarsa sung tulada*, *Ing madya mangun karsa*, and *Tut wuri handayani*; however, this integration is frequently not accompanied by clear guidance on how these values can be concretely applied in the learning process. Table 2 below presents the results of the analysis of learning documents.

Table 2.

Results of the analysis of the suitability of the curriculum and lesson plans with exemplary values.

Aspect	Advantages	Weakness
Curriculum	Mentioning exemplary values as part of the core competencies that must be achieved.	There are no specific guidelines regarding the application of exemplary values in each subject.
Syllabus	Exemplary values are listed in several subjects such as Pancasila and Citizenship Education (PPKn).	The integration of exemplary values is limited to several subjects and is not consistent in all learning topics.
RPP (Lesson Plan)	The RPP contains learning objectives that cover aspects of character, including exemplary values.	The lesson plans often do not include concrete methods for teaching exemplary values, especially in exact subjects.

4.4.2. Suitability of Teaching Materials

An evaluation of the instructional materials utilized by educators, including textbooks and supplementary modules, indicates efforts to incorporate exemplary values, albeit with varying degrees of relevance and application. The textbooks frequently provide general examples of exemplary behavior; however, these are not consistently directly connected to students' daily experiences. Additionally, the supplementary modules in use do not fully reflect the principles of exemplary conduct as taught by Ki Hadjar Dewantara, as presented in the analysis results in Table 3.

Table 3.

Results of the assessment of the suitability of teaching materials with exemplary values.

Aspect	Advantages	Weakness
Textbook	Includes common examples of exemplary behavior and moral values. Several additional modules provide guidance for reflection and discussion on exemplary values.	Not always relevant to the context of students' lives and less concrete in the application of exemplary values.
Additional module	Includes common examples of exemplary behavior and moral values. Several additional modules provide guidance for reflection and discussion on exemplary values.	Not all modules have direct relevance to exemplary principles, and many are less interesting to students.

The findings from this document analysis indicate that although there is a robust framework within the curriculum and lesson plans aimed at teaching exemplary values, significant shortcomings exist in the actual implementation across different subjects. The educational materials employed by teachers also vary in relevance and effectiveness in achieving the learning goals associated with these values. Therefore, it is essential that the forthcoming module incorporate more precise and pertinent guidelines to ensure that exemplary values are taught in a manner that is both effective and engaging for learners.

The triangulation of data from teacher reflections, interviews with educators and school leaders, classroom observations, and document reviews revealed a consistent acknowledgment of the importance of the exemplary values articulated by Ki Hadjar Dewantara. However, discrepancies in their applications were evident. Reflections and interviews highlight the urgent need for concrete guidance in the application of these values, while observations indicate that classroom implementation is still lacking in its effectiveness. Document analysis shows that while there is a foundational basis in the curriculum, its application is neither focused nor consistent. The triangulation results point to a critical need for a module that offers clear and adaptable guidance for integrating exemplary values into educational practices. This module should be designed to cater to various classroom environments and provide engaging and relevant activities to students.

5. Discussions

5.1. Implementation of Ki Hajar Dewantara's Exemplary Values during Classroom Learning

The findings of this study reveal that the implementation of Ki Hadjar Dewantara's exemplary values in primary schools demonstrates potential but still faces various challenges in its application. When compared to previous literature, as stated by [19], values such as *Ing ngarsa sung tulada*, *Ing madya mangun karsa*, and *Tut wuri handayani* have been widely recognized as important foundations in character education. This research emphasizes the significance of applying these values to every aspect of learning to create an educational environment that supports students' character development. However, the results of this study indicate that although exemplary values have been acknowledged in the curriculum and lesson plans, their practical application remains inconsistent and often lacks focus. These findings are consistent with the research conducted by Sugiyanto *et al.* [23] and Rosala & Budiman [67], who also found that, although exemplary values have become part of national education, their implementation in schools still encounters obstacles, primarily due to the lack of concrete guidelines and adequate learning material support. Furthermore, this study also reveals that teachers often face difficulties in effectively applying exemplary values due to time and resource constraints. This aligns with previous findings, highlighting that the main challenge in character education is integrating these values into daily classroom activities without diminishing the focus on academic achievement [33][68]. Therefore, it is necessary to update the learning modules to be more structured to assist teachers in instilling exemplary values in an effective and relevant manner for students.

The findings of this research indicate a notable variation in how teachers implement exemplary values, which are often influenced by their personal interpretations. This underscores the urgent need for ongoing training for educators, as suggested by Peterson [38], who emphasized that without adequate training and support, character education efforts may become inconsistent and less effective. Overall, this study corroborates the existing literature regarding the significance of exemplary values in character education while also identifying a gap between theory and practice. The development of more targeted and needs-based modules is anticipated to address these challenges, enabling students to internalize exemplary values more effectively and allowing teachers to implement them with greater consistency.

This research reveals specific needs for the development of educational modules that emphasize the exemplary values of Ki Hadjar Dewantara in elementary schools. Compared to the existing literature, these needs demonstrate a strong alignment with previous studies. For instance, research conducted Prasetyo *et al.* [20] and Tarigan *et al.* [26] highlights the importance of a student-centered approach in module development, particularly in the context of implementing the Merdeka Curriculum in Indonesia. An analysis of several findings also indicates that both teachers and students desire modules that not only focus on teaching exemplary values, but are also adaptable to the diverse needs and dynamics of the classroom.

Other studies, as presented by Anggito & Sartono [31] and Nurhalita & Hudaida [27], emphasize the importance of developing teaching materials that can integrate elements of local culture and character values, which aligns with the needs identified in this research. Modules designed to teach the exemplary values of Ki Hadjar Dewantara need to reflect the local culture and context to ensure their relevance and effectiveness in daily learning. A unique finding from this research is the strong need expressed by teachers for modules that are not only informative but also interactive and can be used as flexible tools in teaching and instilling exemplary characters. This differs from some previous studies, such as those presented by Habiddin *et al.* [69] and Yaniawati *et al.* [70], where the primary focus was on providing teaching materials based on academic knowledge and concepts. In this research, teachers desire modules that not only provide information, but also support various teaching methods, including project-based learning and group discussions.

The potential reasons underlying these differences may stem from the evolving educational needs in Indonesia, particularly with the increasing emphasis on active and participatory learning approaches. The findings indicate that the integration of technology in education is becoming increasingly vital,

reflecting the necessity of developing digitally accessible modules that facilitate more interactive learning experiences [71]. Furthermore, local contexts and variations in teaching methodologies across different schools may also contribute to the discrepancies observed in this study compared to others. This research emphasizes that the developed modules should account for flexibility and adaptability to diverse classroom situations, aspects that may be less emphasized in other studies that focus more on standardized or general approaches [5] [72]. Overall, the identified need for module development in this study aligns with the existing literature while also highlighting specific demands that call for innovation in creating educational materials that are more dynamic and responsive to practical needs in the field.

5.2. Innovations for Teacher and Student Needs Related to Learning Modules

The analysis of the needs identified in this research provides clear guidance for designing effective learning modules that align with the requirements of teachers and students. The developed modules must incorporate essential elements such as the integration of Ki Hadjar Dewantara's exemplary values with an interactive and student-centered learning approach. These findings are consistent with the perspectives presented by Shafie *et al.* [55] and Prawita *et al.* [73], who emphasized the importance of module designs that enable students to actively participate in the learning process and enhance their engagement. In this context, the module design must consider several key aspects, including flexibility in its application across various classroom situations, ability to integrate technology, and relevance to local cultural contexts. As several studies have revealed, modules should be capable of supporting dynamic and adaptive teaching methods, allowing teachers to readily adapt materials to students' specific needs [48][74]. Other crucial elements that must be present in the modules include project-based activities, case studies, and reflections that encourage students to internalize exemplary values in their daily lives [75]. This approach will help ensure that learning not only occurs within the classroom but is also implemented in students' behavior outside school.

5.3. Analysis of the Potential of Modules in Reducing Bullying Attitudes

The primary focus of this research is the analysis of needs; however, the findings offer insights into the potential of the developed module to contribute to reducing bullying rates in elementary schools. Previous literature, as noted by [7], indicates that well-designed educational modules can play a significant role in altering students' attitudes and behaviors, particularly concerning social issues such as bullying. A module that incorporates the exemplary values of Ki Hadjar Dewantara has the potential to foster a more caring, empathetic, and responsible student character, which may subsequently lead to a decrease in bullying behaviors within schools. Research conducted by Telussa [13] and Priyandita & Agustin [76] further supports the notion that reinforcing positive values through character education can diminish bullying incidents by enhancing students' awareness of the negative consequences of such behaviors. This study had several limitations, particularly regarding the methodology employed. A significant limitation is the restricted sample representation, as the data were collected solely from a few elementary schools within a specific region, which may hinder the generalizability of the results to broader contexts. Additionally, data collection techniques that rely on qualitative methods such as in-depth interviews and classroom observations may introduce subjective biases from both participants and researchers. Although efforts were made to minimize bias through data triangulation, there remains the possibility that the interpretation of results could be influenced by the personal perspectives and experiences of the research subjects.

These limitations affect the conclusions of the study, as the findings may not fully represent the broader realities present in other schools. Consequently, the conclusions drawn should be approached with caution in a wider context. Furthermore, constraints related to time and resources hinder a more in-depth exploration of certain aspects of module development, indicating the need for further research with a broader scope to provide a more comprehensive and accurate understanding.

6. Conclusion and Suggestions

This research successfully revealed that the implementation of Ki Hadjar Dewantara's exemplary values in elementary schools is ongoing, albeit facing challenges in its application. Through a needs analysis of teachers, students, and school principals, it was found that more structured, interactive, and locally relevant learning modules are required. Document analysis of the learning materials also indicated that curricula and lesson plans necessitate reinforcement in integrating exemplary values. These findings suggest that the development of well-designed modules will not only support academic learning, but also possess significant potential to mitigate bullying behavior and strengthen student character.

In the future, modules should be designed to support student-centered learning, incorporating interactive approaches and the utilization of technology to enhance student engagement. Furthermore, integration of exemplary values within the curriculum and instructional materials should be strengthened. To obtain more comprehensive results, further research is recommended to expand the scope and explore the long-term effectiveness of these modules, thereby enabling education in Indonesia to continue evolving in a manner that is both engaging and beneficial to all stakeholders involved.

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