

# Design of Geography Materials Have Substances of Indonesian Geopolitics as Systemic Program Strengthening National Character

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## ABSTRACT

*This study aims to develop the design of geography learning materials containing Indonesian geopolitics as a systemic program to strengthen national character in the Department of Geography Education, Faculty of Social Sciences, State University of Medan. The specific target to be achieved is the production of textbooks on geography learning materials containing Indonesian geopolitics. The research method used is the R&D method by following the Borg & Gall procedure. The research subjects involved: lecturers in Political Geography courses; students as subjects for a limited group trial; and five experts for the validation of teaching materials. The instruments used were expert validation questionnaires, learning outcomes tests and observation sheets, which were analyzed using: qualitative descriptive analysis to analyze information about various field conditions; quantitative descriptive analysis used to analyze the scores given by the expert; and statistical analysis assisted by STATCAL software. The results showed that the textbooks developed were valid and suitable for learning Political Geography, as well as contributing to the systemic program of strengthening national character in campus life by placing six pillars of character, namely: citizenship, justice, honor, responsibility, caring, and being able to trust.*

## KEYWORDS

*Learning geography; geopolitics of Indonesia; national character*

## INTRODUCTION

Entering the 77th anniversary of the independence of the Republic of Indonesia, nation and character building as an initial commitment to development has not yet produced optimal results. Various problems that have hit the nation lately in the global era, are suspected to have eroded national values which have an impact on the occurrence of a character crisis (Sidi, 2014) and distanced the nation's generation from good character (Lickona, 1991). Even what is worrying in the lives of today's young generation, the phenomenon of character degradation and demoralization (Wahab, 2011; Wahyu 2011) seems to show that the nation's children are starting to be uprooted from their national roots, westernized lifestyles, hedonism, pornography, drugs, brawls, bullying, hoaxes, violence and even radicalism. The fact that the post-reformation national character has eroded among the nation's generation is increasingly concerning, it should become a work agenda for all components of the nation and existing institutions, to commit to placing nation and character building as the main priority in development. The existence of institutions, including educational institutions, is

very much needed and has an important role as a forum for strengthening national character (Setyorini, 2021).

The importance of strengthening the national character is also explicitly stated in the National Policy for Development of National Character in 2010-2025 (Government of the Republic of Indonesia, 2010), which was issued one of them to overcome the current problems of the nation, namely: 1) disorientation and the lack of appreciation of the nation's ideological values ; 2) shifting ethical values in the life of the nation and state; 3) waning awareness of the nation's cultural values; 4) the threat of national disintegration; and 5) the weakening of the nation's independence. This national policy, of course, becomes one of the foundations for all institutions in carrying out the development of the nation's character. Likewise, Medan State University as one of the higher education institutions in Indonesia, through its motto, the character building university, has shown its commitment to building national character by placing six main character pillars, namely: citizenship, fairness, honor. (respectful), responsibility (responsible), caring (caring), and trustworthy (trustworthy), in contributing to building national character (Siburian, 2011; Sinaga, 2011; Hajar, 2011). Within the framework of nation and character building, it is appropriate for educational institutions in the global era to show their role as a forum for character building through strengthening the values of national character.

In connection with this phenomenon, the Department of Geography Education, Faculty of Social Sciences, State University of Medan, through this research, tries to develop a design for learning geography with Indonesian geopolitics as a systemic program to strengthen national character. This idea emerged against the background of the fact that Geography Education in tertiary institutions is not yet optimal, which contextually links the content of geography learning with national issues or problems and places the results of solving the national problem within the framework of nation and character building. On the basis of this thought, the researcher tried to redesign the geography lesson with Indonesian geopolitics as a medium in building national character among students. Through this design, geography learning is reconstructed by incorporating Indonesian geopolitical content that is practiced by raising national issues starting from the area where they live and extending to the environment or regions in the archipelago. This learning design is reconstructed to produce student competencies as reliable personal qualities (desirable personal qualities) towards the formation of a strong and independent personality and have a sense of community and national responsibility (Winataputra, 2009). Added by John J. Patrick (Quiqley, 2000: 4-7), the competence of citizens in the global era needs to also be equipped with civic virtue competence, namely the ownership of virtue values derived from the noble values of the people, to be able to appear as global citizens. democracy without losing its national identity in the era of globalization which is full of change and competition. Thus, the design of learning geography with Indonesian geopolitics that will be developed in this study is aimed at strengthening student competencies into three aspects, namely: 1) knowledge competence, having a broad conception and territorial insight of the archipelago as the basis for building a national region with Bhinneka. Single Ika; 2) attitude competence, having love for the national territory as a gift from God Almighty which should be maintained and built for the realization of the nation's prosperity; and 3) skill competence, willing to act and skilled in solving national problems. Rustini (2020) explained, in the global era, competence related to character is important, even strengthening the nation's character can be used as one of the 21st century learning competencies.

## LITERATURE REVIEW

### *Geography Learning Design with Indonesian Geopolitics*

Geography as one of the subjects at the school level as well as a subject in universities, is seen as important in connection with the study of the science that contributes to human life. The focus of the study of geography is to talk about 'man in space', namely the interaction of humans with their spatial space, how humans adapt to ecological-geographical conditions. Through the study of geography, it is shown the role of humans in their activities to adapt to the challenges of the natural environment. The resilience and sustainability of human activities and life is determined by their ability to carry out ecological and spatial adaptations. This has become very important at this time, considering that the human living space is now becoming narrower because the number of human growth has exceeded the habitable capacity of the earth properly. The discipline of Geography, which represents the dimension of space, focuses on developing the competence of spatial adaptability and exploratory abilities of humans in their interactions with nature or their environment in harmony. In general, the scope of geography includes: landforms of the earth's surface; places on earth; space, especially the earth's surface; partial effects of the natural environment on humans; regional covariation patterns, location, distribution, interdependence, and interaction in regularity; a combination of phenomena on the earth's surface; a broad system involving humans and nature (the vast system of man and nature); the human-earth system; interrelationships and influences in ecosystems; human ecology, areal differentiation and related phenomena on the earth's surface in terms of their importance for humans (Hidayat, 2016).

The extensive study of geography related to man in space raises awareness of the importance of space as a place to live for human life. In a narrow sense, space can be interpreted as the same as an area that has certain boundaries, both natural, social, and government conditions. An in-depth study of the concept of space has raised awareness of the importance of an area as a human habitation. Territory can be interpreted as part of the earth's surface that has uniformity on the basis of certain characteristics, both physical and social. The characteristics in question, for example: climate, topography, soil type, culture, language, race and others. The size of an area is very flexible, it can only be a village to cover an area that is a country or continent. One of the realizations in the context of realizing the unity of Indonesia, has long been the thinkers of the Indonesian nation to develop a regional concept which is now known as the archipelago insight. Lemhanas (1988:6) defines the archipelago insight as the Indonesian people's perspective on themselves and their environment based on their national ideas which are based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which are the aspirations of the Indonesian people to be independent, sovereign and dignified, and to animate their way of life and policies. in achieving the goals of the national struggle. This understanding illustrates that the insight of the archipelago is not only a conception that emphasizes the development of defense and security forces, but as the highest operational guidance in the administration of state government and the life of the nation as well as an integration factor in the implementation of political, economic, socio-cultural, and defense and security functions. so that the resources and funds in the four functional areas can be simultaneously stimulated and utilized in an integrated manner in providing maximum results for national development.

Now the conception of the archipelago insight has been defined as Indonesia's geopolitics with its distinctive characteristics as an archipelago state. This is as explained by Wahyono (1982:22) that the geopolitical conception of Indonesia, which was later formulated into a basic doctrine called the archipelago insight, is to realize the Unitary State of the Republic of Indonesia as an archipelagic state which in its entirety is a political, economic, socio-

cultural unity. and defense and security to achieve the national goal of all land, sea and space potentials in an integrated manner. Archipelago insight as a geopolitical conception, emphasizes awareness for citizens of the importance of the region as a living space, while at the same time fostering the attitude of Indonesian nationalism. This attitude of nationalism encourages people to put the interests of the nation above personal and group interests, and encourages the Indonesian people to show their dignity among other nations in the world. Husodo (1995:93) explains that the spirit of nationalism is very necessary to maintain the integrity and identity of the Indonesian nation which characterizes the values of the Indonesian national character to be ready to compete with other nations.

Along with the development of globalization which is full of changes and paradoxes, the geopolitical conception of Indonesia is deemed necessary to be reviewed, so that this nation can adapt to the developments, needs and demands of the world community which is changing in the global era. This is where the urgency of the study of geography to be developed innovatively related to its relevance to the territorial conception of Indonesia. Geography learning needs to be packaged creatively by incorporating regional and environmental elements by raising a number of national issues which are implemented through problem solving practices. With this design, geography learning is developed for the purpose of achieving a number of competencies, namely: having a broad territorial conception and insight into the archipelago as a basis for building a national territory with *Bhinneka Tunggal Ika*; have a love for the national territory as a gift from God Almighty which should be maintained and built for the realization of the nation's prosperity; and willing to act and skilled in solving national problems. Sugandi (2015: 246) added that creatively packaged geography learning was developed with the aim of instilling awareness of the state of space in an environment, instilling awareness of the importance of the environment for life, as well as for character building. Learning geography by raising the issue of environmental destruction, disasters, poverty, population explosion, racial conflicts in an area, to the issue of national sovereignty, can be packaged in an interesting and contextual way to foster national character values. Contextually intended, shows that geography learning is carried out based on reality and centered on real problems faced by students (Budiyanto & Machali, 2014: 121). Through this design, geography learning with Indonesian geopolitical content is developed and integrated with character education as a program to strengthen national character.

### ***Systemic Program for Strengthening National Character***

The development of national character, which has been carried out with various forms of programs and activities, has yet to produce optimal results, and it is even suspected that this nation is experiencing a crisis of national character. Taking into account the situation and condition of the nation's character which is considered to be worrisome, it is fitting for all components of the nation to agree to place the development of the nation's character as a top priority in national development. The reform government has indeed formulated a national development mission that positions character education as the first of eight missions to realize the vision of national development. The importance of building national character is stated in the National Policy for Development of National Character in 2010-2025 which was issued one of them to overcome the problems of the nation today. The development of the nation's character is also stated in the National Long-Term Development Plan for 2005-2025 (Secretariat of the Republic of Indonesia, 2007), which is proclaimed for: the realization of a strong, competitive, noble and moral character based on Pancasila, which is characterized by character and behavior. people and Indonesian people who are diverse, have faith and fear of God Almighty, are virtuous, tolerant, work together, have a patriotic spirit,

develop dynamically, and are science and technology oriented. The development of national character has a very broad and multidimensional urgency. It is very broad because it is related to the development of multi-aspects of the nation's superiority potentials, and it is multidimensional because it includes national dimensions which are currently in the process of "becoming".

However, the development of the nation's character is not a one-sided affair that comes from above. The national character development movement must have the support of all components at the bottom root. The national crisis that is currently engulfing this nation requires immediate rediscovery of the values of the nation's character or revitalization or a kind of invented tradition (Hobsbawm, 1983: 1) through a national movement that involves all components as a joint commitment in building the nation's character.

This commitment is also demonstrated by Medan State University as one of the educational institutions in Indonesia, through its motto, the character building university by placing six main character pillars, namely: citizenship, fairness, respect, responsibility, - responsible, caring, and trustworthy. The implementation of character building university at Medan State University is designed systemically, starting from the institutional level, postgraduate, faculty, all activity units, to the level of study programs (Menanti, 2012). At the study program level, the implementation of character building university is integrated into various forms of academic activities, including the learning process in the classroom.

According to Lickona (1999: 187-189), character education programs within the scope of education can be effective if they fulfill the following eleven principles: (1) developing universal values as the foundation; (2) define character comprehensively which includes aspects of thoughts, feelings and behavior; (3) using a comprehensive and proactive approach; (4) creating a caring school community; (5) provide opportunities for students to take moral action; (6) create a meaningful academic curriculum; (7) encourage student motivation; (8) involving all components of the school as a moral learning community; (9) fostering togetherness in moral leadership; (10) involve family and community members as partners; and (11) evaluate the character of the school both for school staff as character educators and students in manifesting good character.

From this design, it shows that character education requires three design bases in its programming which are divided into: (1) class-based character education design. This design is based on the relationship between educators and students as learners in the classroom. The context of character education is a class community relational process in the context of learning; (2) design of school culture-based character education. This design tries to build a school culture that is able to shape the character of students with the help of school social institutions so that certain values are formed and internalized in students; and (3) community-based character education design. In educating, the school community does not struggle alone. Communities outside educational institutions, such as families, the general public, and the state, also have a moral responsibility to integrate character building in the context of students' lives.

Character education will only be effective if the design of character education is carried out simultaneously and synergistically. Through a design like this, it is hoped that character education can play a role as a program to strengthen national character. For this reason, it is time for schools and universities as one of the bearers of character education to clean up creatively to develop innovative learning containing character values. The collaborative model of strengthening character education in schools and universities is carried out in various learning activities such as curricular, co-curricular, extracurricular and non-curricular activities that are integrated into learning process activities associated with socio-cultural and environmental values (Agustang & Sahabuddin, 2020). Instilling character

values in classroom learning can be applied contextually to provide independence for students in identifying character values that are based on living values in the family or in the community (Ramdani, 2018).

Regarding the strengthening of national character through geography learning with Indonesian geopolitics, contextual learning is practiced by raising factual problems as a stimulus for students in understanding the territorial conception of the archipelago, a stimulus in fostering an attitude of concern for the area where they live to increasing concern for the environment widespread, as well as willing and skilled in solving national problems as a form of embodiment of the values of his national character (Setiawan, 2017a; 2017b). Especially in the era of globalization which is full of changes and paradoxes, the development of national character becomes a necessity and a necessity. This is the reason for the importance of character education to build the character of students appropriately (Sulianti, Safitri, & Gunawan, 2019). Even character education can be used as one of the 21st century learning competencies (Rustini, 2020), and as a basis for the formation of national character (Sugandi, 2015).

## RESEARCH METHODS

### *Research sites*

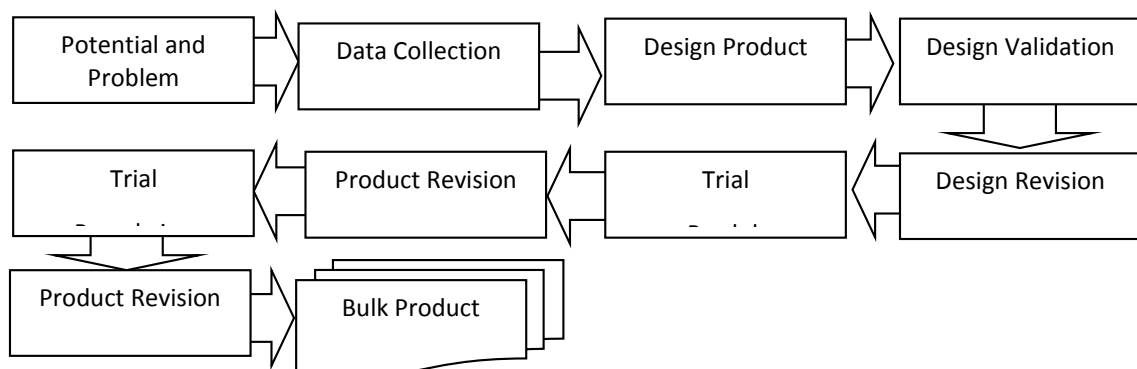
This research was conducted at the Department of Geography Education, Faculty of Social Sciences, Medan State University, which is located at Jalan Williem Iskandar Pasar V Medan Estate. The time of the research is planned to be carried out from February to December 2022.

### *Research subject*

The research subjects include: a lecturer in Political Geography as a core course at the Department of Geography Education, FIS Unimed; students as a limited trial group; and five experts for textbook validation.

### *Research Model*

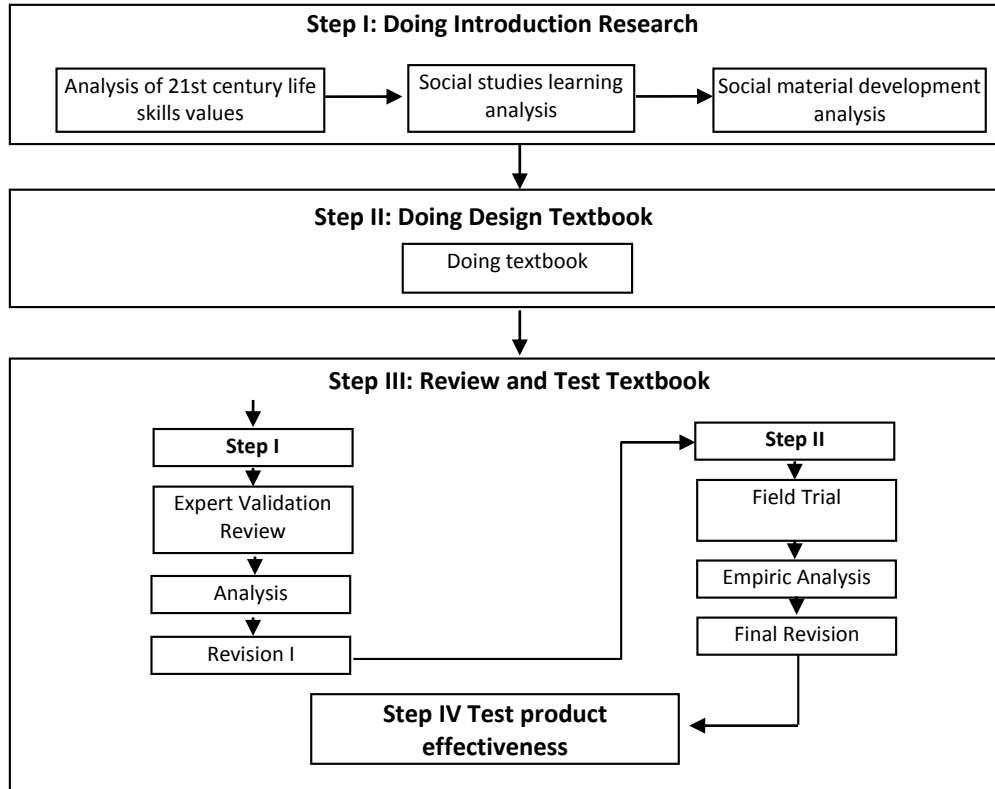
This research applies the development research model from Borg & Gall. The R&D development model is a research that is intentionally and systematically directed at finding findings, formulating, developing, producing, testing the effectiveness of certain products that are superior, new, effective, efficient, productive and meaningful (Sukmadinata, 2007). In practice, this R&D research follows the procedure developed by Sugiyono (2017):



**Figure 1.** The development procedure

The development procedure achieved to produce a product in the form of a Social Studies Material Development textbook with Space-Time-Values Dimensions. Which is carried out

in 4 stages, namely: (1) conducting preliminary research, (2) designing textbooks, (3) review and test of textbooks, and (4) test the effectiveness of the product.



**Figure 2.** Borg & Gall and Dick & Carey Development Procedures

**Research Data Collection Techniques**

The instruments used in this study were expert validation questionnaires, learning outcomes tests and learning outcomes observation sheets which were filled in based on the results of observations and treatments during the learning process.

The grid of expert validation questionnaires on research products in the form of textbooks on Social Studies Material Development Design with Space-Time-Values Dimensions is presented as shown in the following table:

**Table 3.** Grid of Teaching Material Validation Questionnaire Instruments

SUB COMPONENTS	ITEM
A. Contents	1. The suitability of the material with learning outcomes
	2. The material presented is in accordance with the learning objectives
	3. Clarity of material description
	4. Completeness of materials
	5. Relevance of material with daily life
	6. The suitability of the examples presented
	7. The truth of the concept in the material
	8. The interrelationships between materials

<b>B. Encourage Curiosity</b>	9. Ease of understanding
	10. Material difficulty level
	11. Encourage a desire to seek more information
	12. The material stimulates students to think critically
	13. The material can provide motivation to learn
	14. The material can be used by students in independent study
	15. The material is easy for students to learn
16. The material presented is interesting for students	

Furthermore, the observation grid of the learning process related to 21st century life skills is designed as in the following table:

**Table 4.** Learning Process Observation Grid

No	<i>Critical thinking and problem</i>	HO	<i>Creativity and Innovation</i>	HO	<i>Communication Skills</i>	HO	<i>Collaboration Skills</i>	HO
1	Think logically	...	Originality	...	Listening	...	Cooperation	...
2	Identify the problem	...	Elaboration	...	Processing information	...	Various tasks	...
3	Interpret data	...	Responsive	...	Express thoughts effectively	...	Flexibility	...
4	Systems thinking	...	Creative idea	...	Communicate effectively	...	Responsibility	...
5	Making conclusions	...	Adoption	...	Using various media	...	Participatory	...
K	.....		.....		.....		.....	

**Description:**

HO = Observation Results

\*SN = Already visible, if most of the respondents (> 50%) have shown indicators

\*BN = Not yet visible, if most of the respondents (> 50%) have not shown indicators

K = Category

\*Very good, if it includes 5 indicators

\*Good, if includes 4 indicators

\*Good enough, if it includes 3 indicators

\*Not good, if it includes 2 indicators

\*Not good, if it includes 1 indicator

\*Very Bad, if it doesn't cover all indicators

**Analysis Techniques**

Data analysis was carried out on the design of social studies material development with space-time-values dimensions developed in the form of textbooks. To analyze the results of the assessment given by experts on the quality and feasibility of the product, statistical analysis assisted by STATCAL software was carried out (Gio & Caraka: 2017).

Meanwhile, data analysis related to the life skills of 21st century students was carried out using qualitative descriptive analysis techniques on the results of observations during observations during the learning process in class.



## **RESULTS AND DISCUSSION**

This research was structured based on the development procedure taken to produce research products in the form of a textbook on Geography Learning Material Design with Indonesian Geopolitics, which was carried out through 4 stages, namely: (1) conducting preliminary research, (2) designing textbooks, (3) reviewing and product trials, and (4) product effectiveness testing.

### ***First Stage: Preliminary Research***

Based on interviews with lecturers who support the Political Geography course as one of the core courses in the Department of Geography Education FIS UNIMED obtained some information, that the design of the Political Geography course material has been designed to meet the profile of graduates, graduate learning outcomes, and course learning outcomes, and has been equipped with documents in the form of learning tools, such as: lesson plans and textbooks. However, from the results of the study of teaching materials and the results of observations made through observations in the learning process in the classroom, it was found that a number of data showed that Political Geography learning was still dominant in materials related to Political Geography theory which were presented conceptually with a normative scientific approach. The political geography learning design has not been specifically designed to include Indonesian geopolitical content which can be used as a systemic program to strengthen national character. This has an impact on the not yet optimal strengthening of student competencies in aspects of mastering the conception and territorial insight of Indonesia as the basis for building the Unitary State of the Republic of Indonesia with *Bhinneka Tunggal Ika*. This also has an impact on the not yet optimal culture of national character among students in campus life.

Based on the initial analysis of the results of observations and interviews at this preliminary stage, it is deemed necessary to take innovative actions to design the development of Political Geography material containing Indonesian geopolitics as a systemic program to strengthen national character among students in campus life. Political Geography learning is not only presenting theoretical material, but the presentation of Political Geography material should be designed based on Indonesian geopolitics presented contextually. The material design for Political Geography is designed by incorporating the Indonesian dimension of space (space) so that students have the ability to make ecological adaptations and adaptations to space (spatial adaptation), so that they are skilled in solving real problems that exist in the surrounding environment to a more comfortable environment. is increasingly related to living space through the approach it applies contextually.

Initial observations were also made to observe how the application of Political Geography learning to the national character of students through a systemic program of strengthening the national character in campus life. The results of the observations in the preliminary research show that the aspects of the national character have not been explored optimally in relation to the learning of Political Geographies which are still: (1) teacher centered approach; (2) verbalistic learning culture; (3) have not linked the material with real life experienced by students or contextual learning; and (4) still dominant in the realm of knowledge, so that they have not explored the realm of skills and attitudes optimally. Based on this fact, the design of geography learning materials with Indonesian geopolitics was carried out as a systemic program to strengthen national character by placing six pillars of character, namely: citizenship, justice, honor, responsibility, caring, and being trustworthy, to be cultivated in campus life.

**Second Stage: Product Design**

The product produced in this research is a textbook of Geography Learning Materials with Geopolitics Content. Product design is carried out by developing a formulation of learning outcomes or graduate learning outcomes that prioritize knowledge and skills as well as national attitudes according to national standard qualifications. Learning outcomes of the geography learning design containing Indonesian Geopolitics are presented in the following table:

**Table 5.** Learning Outcomes Design of Geography Learning Materials with Indonesian Geopolitics

<b>Material</b>	<b>Learning Outcomes</b>
The Nature of Political Geography	Able to analyze the meaning, historical background, purpose and scope of Political Geography
Political Geography Theory	Able to critically analyze various theories of Political Geography
Indonesian Geopolitics	Able to identify geopolitical characteristics of Indonesia
Archipelago Insights as Indonesian Geopolitics	Able to analyze Indonesia's geopolitical aspects for ideological, political, economic and socio-cultural and defense-security resilience
Political Geography Learning as a National Character Strengthening Program	Able to analyze the contribution of political geography learning in developing the pillars of national character

**Stage Three: Product Review and Trial**

After the textbook product was developed based on learning outcomes, then at the product trial stage, validation of the textbook was carried out by a team of material experts. The assessment given by the material expert validator is analyzed by testing the validity and feasibility of the product. Furthermore, suggestions for improvement from the material expert validator serve as a reference for improvement or revision of the product being developed.

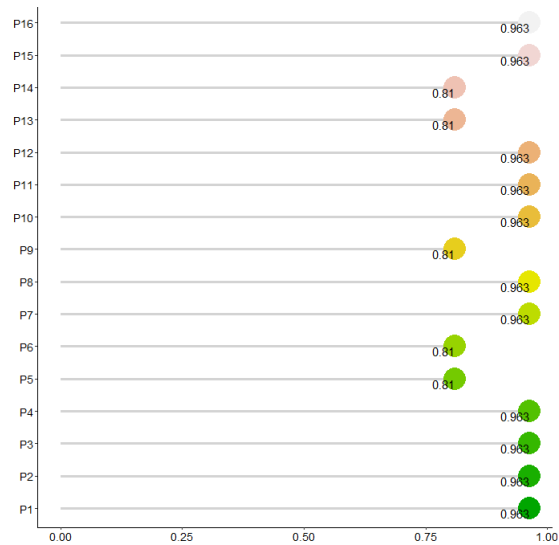
The following shows the results of the validity and reliability of teaching materials validation questionnaire instruments by material expert validators in the form of tables and graphs which are presented sequentially below:

**Table 6.** Validity Test: Questionnaire Instrument Validation of Teaching Materials by Expert Validators

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	53.0000	57.500	.963	.988
P2	53.0000	57.500	.963	.988
P3	53.0000	57.500	.963	.988
P4	53.0000	57.500	.963	.988
P5	53.2000	58.700	.810	.989
P6	53.2000	58.700	.810	.989

P7	53.0000	57.500	.963	.988
P8	53.0000	57.500	.963	.988
P9	53.2000	58.700	.810	.989
P10	53.0000	57.500	.963	.988
P11	53.0000	57.500	.963	.988
P12	53.0000	57.500	.963	.988
P13	53.2000	58.700	.810	.989
P14	53.2000	58.700	.810	.989
P15	53.0000	57.500	.963	.988
P16	53.0000	57.500	.963	.988



**Figure 4.** Validity Graph based on STATCAL Software

The tables and graphs above show the results of the validity test for each of the questions on the questionnaire instrument validation of teaching materials by expert validators. The terms of the question items are said to be valid if the correlation value (Corrected-Item Total Correlation) of the question items  $>$  R table (0.3). Based on the data shown in Table 6 and Figure 4, it is known that all calculated R values (Corrected-Item Total Correlation)  $>$  0.3 (R table). Thus, it can be concluded that all questions on the questionnaire instrument validation of teaching materials reviewed by expert validators can be declared valid with a magnitude of 88.43% or are in the good category.

Associated with reliability, reliability test can only be done if the questions on the questionnaire instrument meet the validity test. The following are the results of the reliability test on the questions of the questionnaire instrument that have been declared valid.

**Table 7.** Reliability Test  
Reliability Statistics

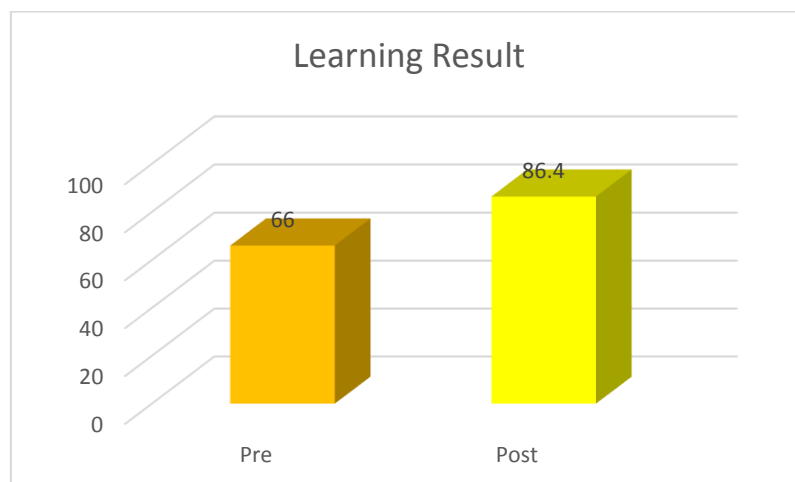
Cronbach's Alpha	N of Items
.989	16

The terms of the research questionnaire are said to be reliable if the Cronbach's Alpha value is greater than 0.6. Based on the data shown in table 7, it shows that the questionnaire is reliable, because the Cronbach's Alpha value of 0.989 is greater than 0.6.

The display of the data above shows that the results of the validation carried out by expert validators on the research products are in the valid category, so that it can be stated that the research product in the form of a Geography Learning Material Design textbook containing Indonesian Geopolitics is suitable for use by lecturers and students, especially for courses. Political Geography is one of the core courses in the Department of Geography Education, Faculty of Social Sciences, State University of Medan. The results of the expert validator analysis also stated that the research product in the form of textbooks in terms of content had fulfilled the Indonesian geopolitical study which was applied by incorporating spatial elements comprehensively and contextually.

**Stage Four: Product Effectiveness Test.**

After the expert validation results prove that the Geography Learning Material Design textbook containing Indonesian Geopolitics is valid and feasible to use, the next step is to test the effectiveness of the product. The product effectiveness test was carried out by implementing textbooks for students in the Political Geography class. The results of the product effectiveness test are presented in the following figure:



**Figure 5.** Average Learning Outcomes Before and After Learning

The data above shows an increase in the average value of learning outcomes, before and after learning is complete. The pretest result or the average value of learning outcomes at the beginning of learning is 66%, while the posttest results or the average value after completion of learning is 86.4%. Based on Figure 5, it can be seen that there is an increase in learning outcomes by 20.4%, so it can be concluded that the research product in the form of a textbook on Geography Learning Material Design with Indonesian Geopolitics is effective in improving student learning outcomes. In accordance with the design of this study, student learning outcomes are designed to be able to develop six main character pillars, namely:

citizenship, fairness, respect, responsibility, caring, and trustworthy as presented in the following table:

**Table 8.** Results of Observation of Learning Outcomes

No	Main Character	Indicator		HO	Category
1	Citizenship	1	Carry out rights and obligations as citizens	SN	Very Good
		2	Comply with applicable laws and regulations	SN	
		3	Associating without distinction of ethnicity, religion, race, and class	SN	
		4	Want to work together	SN	
		5	Be democratic	SN	
2	Fairness	1	Implementing the principle of equal standing before the law	SN	Good
		2	Defending others who are treated unfairly	SN	
		3	Don't want to have something that doesn't belong to you	SN	
		4	Non-discriminatory	BN	
		5	Make fair decisions.	SN	
3	Responsible	1	Complete any assigned work to completion.	SN	Good
		2	Don't find fault with others.	SN	
		3	Dare to take the risk of the actions taken.	SN	
		4	Set a good example	SN	
		5	Committed to implementing joint decisions	BN	
4	Respectful	1	Treat others with respect	SN	Good
		2	Keeping order together	SN	
		3	Tolerant	SN	
		4	Apply ethics and courtesy	SN	
		5	Want to live anywhere in the territory of the Republic of Indonesia	BN	
5	Caring	1	Sympathy	SN	Very Good
		2	Empathy	SN	
		3	Helpful attitude	SN	
		4	Active participation	SN	
		5	Want to fight for the public interest	SN	
6	Trustworthy	1	Honest	SN	Good Enough
		2	Reliable	SN	
		3	Self-confident	BN	
		4	Have a loyal attitude	SN	
		5	Build a good reputation	BN	

The table above shows that the main character pillars that students show the most are citizenship (citizenship) and caring (caring), which are in the "very good" category, each of which shows 5 indicators. Next is the character of justice (faerness), responsibility (responsible), and honor (respectfull), which are in the "good" category by displaying 4 indicators. While the character can be trusted (trustworthy), is in the "good enough" category by displaying 3 indicators. This data shows that the textbook product of Geography Learning Material Design with Geopolitical Dimensions of Indonesia contributes to the development of students' national character by covering 6 main character pillars, namely: citizenship, justice, honor, responsibility, caring, and being trustworthy.

The findings of this study show the importance of studying Indonesian geopolitics in realizing the integrity of the Unitary State of the Republic of Indonesia ((Suradinata, 2021),

as well as in building the right Indonesian national character among the younger generation (Sulianti, Safitri, & Gunawan, 2019). Archipelago insight as geopolitics Indonesia needs to be implemented in campus life to build and cultivate the values of the national character of students (Purwoko, 2021), it can even be used as one of the programs for building national character (Sugandi, 2015).

## CONCLUSION

The results of this study can be concluded, the research product in the form of a textbook on Geography Learning Material Design with Indonesian Geopolitical Dimensions, was declared valid by the validators and declared eligible as a textbook in the Political Geography course as one of the core courses in the Department of Geography Education, Faculty of Social Sciences, State University. Medan. The results of this study also show that the application of textbooks contributes to the development of students' national character by placing six main character pillars, namely: citizenship, justice, honor, responsibility, care, and trustworthiness. This is based on the findings that show: the resulting textbook helps lecturers to implement the concept of Indonesian geopolitics in the contextual classroom learning process; assist students in understanding concepts and actualizing national character; as well as strengthening the national character program in life to realize the character building university.

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