PENGEMBANGAN BUKU PENANAMAN SOPAN SANTUN MATA PELAJARAN PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN UNTUK SISWA KELAS IV SEKOLAH DASAR

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Abstrak: Penelitian ini bertujuan untuk menghasilkan produk berupa buku untuk membantu peserta didik dalam menanamkan sopan santun. Metode yang digunakan dalam penelitian ini yaitu research and development (R&D) dengan menggunakan model ADDIE, Analysis, Design, Development, Implementation, Evaluation. Teknik pengumpulan data yang dilakukan menggunakan wawancara dan kuesioner. Teknik analisis data dalam penelitian ini dilakukan dengan melalui dua tahap yaitu tahap uji ahli dan tahap uji coba produk. Hasil penelitian berdasarkan uji oleh para ahli menunjukkan kelayakan pada buku penanaman sopan santun dengan perolehan persentase dari ahli media sebesar 95%, ahli materi 88% dan ahli bahasa 92%. Uji coba pengguna kepada peserta didik memperoleh kategori sangat baik dengan persentase dari One to One Evaluation 96%, Small Group 94%, dan Field Test 94%. Berdasarkan hasil tersebut dapat disimpulkan bahwa produk buku penanaman sopan santun untuk menanamkan sopan santun pada siswa kelas IV Sekolah Dasar layak digunakan.

Kata-kata Kunci: buku, sopan santun, sekolah dasar.

DEVELOPMENT OF A BOOK ON CULTIVATING MANNERS FOR PANCASILA AND CITIZENSHIP EDUCATION SUBJECTS FOR CLASS IV ELEMENTARY SCHOOL STUDENTS

Abstract: *This study aimed to create a book that can assist kids in cultivating proper etiquette. The research employed the Research and Development (R&D) method, utilising the ADDIE model, which consisted of five stages: Analysis, Design, Development, Implementation, and Evaluation. The data was collected through interviews and questionnaires. In addition, the data was analysed using two distinct stages: the expert evaluation stage and the product trial stage. The study's findings, derived from expert testing, demonstrated the feasibility of the courtesy book yielded percentation comprised 95% of media experts, 88% of material experts, and 92% of linguists. The user conducted trials with students and achieved outstanding results in the One to One Evaluation (96%), Small Group (94%), and Field Test (94%), respectively. These findings demonstrated that the book product designed to inculcate courteousness in fourth-grade primary school students is appropriate for implementation.*

Keywords: *Book, Manner, Primary School*

INTRODUCTION

Education is the right thing that everyone can have, because education can improve human quality. Education is a combination of educating, training and teaching. According to Law No 20 of 2003 concerning the National Education System in article 13 paragraph 1 states that the education path consists of formal, non-formal and informal education which can complement and enrich each other. As explained in the Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System Article 3, which states:

Thomas Lickona, a child development expert, states that character education is an effort to understand, pay attention to, and apply core ethical values from cognitive, affective, and psychomotor aspects. The cultivation of character education can be done in schools, families, and communities. In character education at school, all components of the school community must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of cocurricular activities or activities, empowerment of infrastructure, financing, and the work ethic of all school community members. The basis for the development of national character education is the formulation of the functions and objectives of national education as stated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System. Therefore, it is unfortunate that the formulation of very comprehensive national education goals has not been fully directed at the implementation of education, and there are still irregularities in various forms. Education today only prioritizes the scientific aspects and intellectual thinking of children. Pedagogical practices are still practical and still emphasize material mastery. Moral aspects that are the basis for the formation of the nation's personality and culture are increasingly marginalized.

Indonesia is known in the world as a friendly and polite country with a culture that upholds the values of hospitality and courtesy. The cultural values of the Indonesian people who prioritize brotherhood, mutual respect and respect for others are reflected in everyday life. Australian teachers who are Building Relations Through Intercultural Dialogue and Growing Engagement (BRIDGE) participants also praised Indonesia. One of them was Emily Sullivan, a teacher from Our Lady of Sacred Heart College Adelaide who stated that she saw students in Indonesia very respectful of their teachers and was surprised by the tradition of students kissing the teacher's hand as a form of respect. The experience showed that Indonesia has a good culture.

But in recent years, many phenomena have occurred related to character problems, and one of them is the character of manners. The behavioral deviations that often occur are loss of respect for elders, speaking harshly, daring to argue, fighting and bullying. In the case of student violence at SD Trisula Perwari Bukittinggi, the Secretary of the Indonesian Child Protection Commission (KPAI), Erlinda explained that child violence in the school environment is increasingly complex. If generally violence by teachers to students, now it occurs among students, even against teachers. There are also cases of children as perpetrators of bullying against teachers then videoed and viral also increased dramatically in 2019 with coverage of Gresik, Yogyakarta, and North Jakarta covering 25 cases that occurred in elementary schools. The bullying behavior shows the loss of students' respect for teachers. There is a video circulating on Facebook that shows an elementary school student fighting his teacher. The footage shows a teacher in a blue batik corpri uniform trying to sit the student in the chair in front of him. However, the student of about 10 years old rebelled against sitting down and chose to stand puffing out his chest in front of his teacher like a challenge.

One of the factors of the problematic decline in manners is technology. Technology has a negative impact on people's lives, especially children. Many children become addicted, because with technology they can play online games that make them not want to interact outside the home. This affects manners in children, such as children not respecting their elders and speaking in a high tone. These actions can show that the cultivation and application of character education has not been maximized in students.

The cultivation of character education needs a process, examples, and habituation or acculturation in the environment of students in the school environment, family, community environment, and the environment (exposure) of mass media. Character building efforts are not solely done at school through a series of teaching and learning activities, but also by habituation in life. According to Al-Ghazali quoted by Zubaedi, there are two ways to educate morals also applied in character education, namely: 1) Mujahadah and familiarize training with good deeds; 2) the action is done repeatedly. Habituation is a behavior that is planned to influence someone who is done intentionally repeatedly so that it becomes a habit for the person being influenced. In other words, habituation is an action that is done regularly. With the habits that a person does, then the person in doing his

habit without thinking long, because it has become his habit.

The results of research conducted by Ekha Nurkholifah, et al on Improving Polite Attitudes Through Cartoon Audio Visual Media. The study discusses that cartoon watching activities can develop polite attitudes in students by teachers adding explanations gradually, applying continuously, carried out as habituation, always reminding students of positive things, and giving praise and motivation. This research has similarities to the research that will be conducted in terms of focusing on the attitude of courtesy of students, but the difference from this research is that it uses visual media in the form of murals.

The results of research conducted by Putu Astri Lestari, et al on Mural as a Media for the Introduction of Balinese Traditional Sports in Astagina Field Padangsambian Kelod Denpasar. The research discussed that the mural with the theme of traditional Balinese sports is expected to be an educational medium for the community to recognize traditional Balinese sports so that they do not become extinct. This research has similarities with the research that will be conducted by using the development research method, but the difference from the research is that the latest research will use the theme of manners and the mural will be applied in schools.

The results of research conducted by Budi Karyanto, et al on Mural as Socialization of Clean and Healthy Living Behavior in Karawaci District, Tangerang City, Banten Province. The research discussed that through murals by utilizing the walls of residents' houses can socialize to the community related to Clean and Healthy Living Behavior. This research has similarities to the research that will be conducted with the use of mural media, but the difference from the research is that the latest research will use the theme of manners and the mural will be applied in schools.

Politeness character is a value system that students use as a normative framework when interacting with others, such as how to speak well and respect their elders. Students in this situation are considered the successors of the nation and are expected to pay attention to existing politeness values as basic norms that regulate relationships with others. Teachers in the school environment can set a good example for students, not only focusing on the academic performance of each student but also building students' attitudes. Classroom teachers' efforts are very important to improve student behavior, prepare and develop human resources for the welfare of society, as well as the progress of the state and nation.

The provision of appropriate educational resources for each school or perhaps for a group of schools will provide significance for improving the teaching process. Learning media is a tool used to convey messages and can be used in the education system. Educators can use various media to help the teaching and learning process to run optimally. Media also plays a role in overcoming boredom while learning. One of the media that can be used is visual media. Visual media is media that involves the sense of sight. Visual media consists of several types, including posters, charts, photos, diagrams, maps, cut pictures, and others.

Books are one form of learning resource. The definition of a book in the Oxford dictionary is a number of sheets, both printed and blank, bound together. Setiawan cites the definition of a book in the Big Indonesian Dictionary as a bound sheet of paper, containing writing or blank. Andriese, et al. define a book as printed information on paper that is bound into a single unit. A book is a thought that contains knowledge as a result of analyzing the curriculum in writing. The book is organized using simple language, interesting and complete with pictures and bibliography.

The development of pocket books as a form of effort to instill good manners that will be carried out by researchers is the development of teaching material type books which are then classified as enrichment books, pocket books are included in the enrichment book group because the character-based pocket book to be developed is a book that contains one material, namely good manners, in the pocket book the material of good manners will be discussed in detail, useful for enriching textbooks and instilling the character of good manners.

Based on the explanation above and the facts that have been found during the observation, the researcher is encouraged to research and solve the problem of the low character of manners through books and murals with the theme of manners. With the mural in the school, students will be able to learn more about manners because they will see and be able to reflect on the message contained in the mural with the help of the book that has been provided. Furthermore, the researcher formulated the research in the title "Development of Mural Media to Instill Politeness Character in Grade IV Elementary School Students".

RESEARCH METHODOLOGY

In this research, the research method used is the research and development (R&D) method. According to Sugiyono, development research is a research method that produces or develops products and tests and sees the effectiveness of these products. This development research aims to produce or develop a product.

This research was conducted at SD Negeri Traju 01, Traju Village, Bumijawa Sub-district, Tegal Regency, Central Java Province. The research time was from February 2023 to October 2023.

In this development research, researchers apply the ADDIE development model. The product to be developed in this study is a book for cultivating good manners in grade IV elementary school students. The ADDIE development model consists of five stages of development. Branch suggests the stages using the ADDIE development model consist of *analyze, design, development, implementation, and evaluate*.

The data collection process was carried out by involving several respondents to provide their assessment of the book with the theme of polite character values. The data collection techniques used in this research are observation, interview, and questionnaire.

The data analysis technique used is quantitative descriptive statistics. Quantitative descriptive statistics are statistics used to analyze the data that has been collected without intending to make general conclusions or generalizations. Data were obtained through formative evaluation tests conducted by expert reviews consisting of material experts, media experts, and linguists, as well as product users. The expert questionnaire assessment uses a questionnaire score rating on a scale of 1 to 5, consisting of a classification of scale 1 very poor, scale 2 less, scale 3 sufficient, scale 4 good, and scale 5 very good.

The calculation of the overall value of the mural with the theme of courtesy uses simple statistical calculations. The formula to calculate the percentage of feasibility in each stage of the assessment is as follows:

$number\ of\ gains\ \square maximum\ score\square\ x\ 100\%$

If the percentage of feasibility has been obtained, then the next step is to convert the quantitative data into qualitative data to determine the quality and feasibility of the product developed. The following is a rating scale that is used as a guideline in interpreting feasibility:
Table 1.
Product Feasibility Scale

Percentage Interval	Criteria
0% - 20%	Very less
21% - 40%	Less
41% - 60%	Simply
61% - 80%	Good
81% - 100%	Very good

Based on the criteria in the feasibility scale above, the book can be said to be feasible if it meets the feasibility score with a percentage of 61% - 100% of all elements, opinions, and suggestions.

RESULTS AND DISCUSSION

Results

The procedure used in developing the book is the ADDIE method, which is divided into five stages, namely analyze, design, development, implementation, and evaluation. The following are the stages of product development results that researchers do:

1. Analyze Stage

At this stage, researchers conducted interviews with the fourth grade teacher of SD Negeri Traju 01 and observation activities by observing students' activities at school. Based on the results of interviews conducted with Mr. Sahyudin, S.Pd, it can be seen that the awareness of students in behaving politely at school is still very lacking. Limited use of media and lack of cultivation of manners. The process of instilling good manners is only by making the teacher a role model accompanied by the lecture method. This is less effective in instilling good manners because teachers as role models must provide motivation and advice to students every day.

During the observation, it was found that there were problems with students who experienced a lack of polite and courteous behavior both towards teachers and fellow students. There are several students who experience violations of school regulations such as mocking teachers, singing in class during class hours, and

damaging school facilities and infrastructure. This is because many students do not understand mutual respect and courtesy towards others.

Through the results of interviews and observations, researchers obtained problems, namely: (1) the lack of understanding of manners in students; (2) the lack of implementation of manners in everyday life; (3) the lack of use of media used to instill manners. So the researcher can draw the conclusion that the situation in the field shows that the integration of reinforcement of good manners has not been optimal.

2. Design Stage

At the design stage, researchers began to design media for planting book manners to instill good manners of grade IV students by preparing appropriate themes, creating attractive digital images and determining appropriate coloring. The following is an explanation of each step taken:

a. Setting up the theme

In preparing the media for the book, researchers chose the theme of examples of good manners at school and students' daily lives. The atmosphere chosen is of course in accordance with the environment around the learners. Examples of manners used include the 5S culture, shaking hands culture, saying thank you, apologizing, respecting elders, and other manners while at school.

b. Create digital images and appropriate coloring

In creating digital images, researchers use the Adobe Illustrator application to create images of examples of good manners. The images created certainly pay attention to several message, creative, and visual concepts. The developed courtesy cultivation book has a component of images or cartoon illustrations of elementary school students that show the values of courtesy characters, there are dialogue balloons or words and supported by colors that can create interest in the courtesy cultivation book.

3. Development Stage

In the previous stage, the theme to the digital image design was developed. Furthermore, the book of instilling good manners began to be created and developed. The following are the stages carried out by researchers in developing media for the cultivation of good manners to instill good manners in grade IV elementary school students:

a. Formulate objectives and study the learners' situation

At this stage, researchers conducted direct observations for 1 semester to study the condition of students. From these observations, researchers found problems in the character of manners in class IV elementary school students.

b. Selecting and organizing topics

At this stage, researchers chose the topic of manners related to the problems found during the observation. The selection of the topic of manners aims to be able to instill good manners in students.

c. Search for reference sources

At this stage, researchers looked for references from books, journals, and so on to be used as material content to be included in the book. Some materials related to manners and pictures were selected according to the characteristics of students and the problems of manners that occur in elementary schools.

d. Make a book design

At this stage, the researcher makes a design plan for the book of planting manners using the Adobe Illustrator application and then prints the existing design to be used as a book.
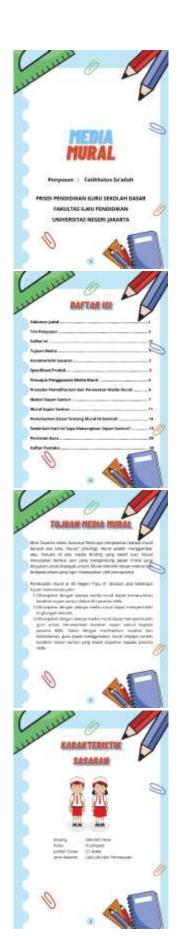
The following are the visualization results of the media book to instill good manners in grade IV elementary school students:

Table 2.

Visualization of Politeness Cultivation Book Making Results

Board	Description
	Title page

Compilation sheet

Table of contents

Purpose of media mural

Target characteristics

Specifications of mural products

Instructions for using the mural media

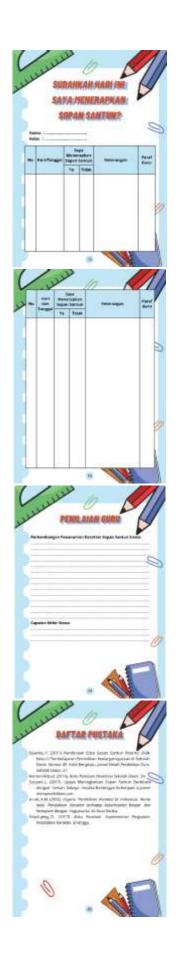Media maintenance and care procedures

Manners material

The result of the school manners mural

Students' understanding of murals at school

Habituation of good manners by filling in the page "Have I practiced good manners today?"

Teacher assessment

Bibliography

Back cover

After the media had been made, the researcher looked again at the book of cultivating good manners that had been made and made several adjustments, improvements, including when there were suggestions and evaluations from the validation expert. After the validation has been carried out, the researcher reproduces the book of cultivating good manners which will later be distributed to students to study.

f. Validation stage

At this stage, the product in the form of a book for cultivating good manners is validated first before entering the implementation stage. Validation is carried out by three experts, namely material expert validation, language expert validation, and media expert validation.

1) Material Expert Validation

At this stage, an assessment and evaluation is carried out to obtain data in the form of the feasibility of media for planting politeness books in terms of the feasibility of competency alignment, feasibility of material content, and feasibility of presentation. Material expert validation was carried out by Linda Zakiah, M.Pd who is a lecturer in the field of Civics learning. The material expert lecturer in this study is one of the lecturers at the Jakarta State University Elementary School Teacher Education Study Program. The following is a material expert validation assessment:

Table 3.

Material Expert Validation

No	Assessed Aspect	Number of Items	Criterion Score	Score Earned	%
1	Competency Alignment	2	10	8	
2	Content	7	3	31	
3	Presentation	4	2	18	88%
Score		13	6	57	

$$number\ of\ gains ⬜maximum\ score⬜\ x\ 100\% =\ 57⬜65⬜\ x\ 100\% = 88\%$$

Based on the results of the assessment conducted by the material expert, the data obtained that the product developed obtained a percentage score of 88%. When referring to the predetermined classification, the score obtained is included in the category of **very good** to use. The suggestions and input given by the material experts are: the mural is good according to the theme of manners, but for the book of planting manners can be used as a kind of student diary. So students describe what good things students have done that day. From the student's writing in the book, the researcher can conclude whether the student is polite and well-mannered or not.

2) Linguist Validation

At this stage, assessments and evaluations are carried out to obtain data in the form of the feasibility of media for planting politeness books in terms of language feasibility, presentation feasibility, typographic feasibility, and communicative feasibility. The linguist validation was carried out by Prof. Fahrurrozi, M.Pd who is a lecturer in the field of language learning. The linguist lecturer in this study is one of the lecturers at the Elementary School Teacher Education Study Program, State University of Jakarta. The following is a language expert validation assessment:

Table 4.

Linguist Validation

No	Assessed Aspect	Number of Items	Criterion Score	Score Earned	%
1	Language	3	15	14	
2	Presentation	2	10	9	
3	Typography	3	15	15	92 %
4	Communicative	2	10	8	
Score		10	50	46	

$$number\ of\ gains\ (maximum\ score)\ \text{x}\ 100\% = \ (46/50)\ \text{x}\ 100\% = 92\%$$

Based on the results of the assessment conducted by linguists, the data obtained that the product developed obtained a percentage score of 92%. When referring to the predetermined classification, the score obtained is in the category of **very good** to use.

3) Media Expert Validation

At this stage, an assessment and evaluation is carried out to obtain data in the form of the feasibility of media for planting politeness books in terms of media content feasibility, media design feasibility, and feasibility of media use. Media expert validation was carried out by Drs. Dudung Amir Soleh, M.Pd who is one of the lecturers at the Elementary School Teacher Education Study Program, State University of Jakarta. The following is a media expert validation assessment:

Table 5.

Media Expert Validation

No	Assessed Aspect	Number of Items	Criterion Score	Score Earned	%
1	Media Content	4	20	19	
2	Media Design	6	30	28	95 %
3	Media Usage	2	10	10	
Score		12	60	57	

$$number\ of\ gains\ (maximum\ score)\ \text{x}\ 100\% = \ (57/60)\ \text{x}\ 100\% = 95\%$$

Based on the results of the assessment conducted by media experts, the data obtained that the product developed obtained a percentage score of 95%. When referring to the predetermined classification, the score obtained is in the category of **very good** to use.

Table 6.

Results of *Expert Review* Data Recapitulation

No	Assessed Aspect	Average Value of Respondents
1	Material Expert	88%
2	Linguist	92%
3	Media Expert	95%
Overall Average		92%

Based on the results of the table above, it can be seen that the overall average value related to product feasibility obtained at the *expert review* stage is 92% with a **very good** category to use.

4. *Implementation* **Stage**

At the implementation stage, the media of the manners planting book to instill good manners in grade IV elementary school students is ready to be tested for practicality by grade IV elementary school educators. Before the media is tested on students, an educator test is carried out first.

Furthermore, researchers present a book of planting manners to instill good manners of grade IV elementary school students with a one to one test phase with 3 students, a small group test with 6 students, and a field test with 21 students. After the media has been used by students, researchers distribute instruments to students containing statement items about the use of media to determine the feasibility of the media developed.

5. Evaluation Stage (*Evaluate***)**

At this stage of the evaluation is a stage that is carried out to determine whether the media of the manners cultivation book to instill good manners in grade IV elementary school students can increase the understanding and cultivation of good manners of students or not. This can be seen by comparing the results of initial observations and manners questionnaires at the end of using the book for 2 months. Learners also fill out a questionnaire to find out the response or practicality of using the developed media.

Discussion

The development in this study produced a product in the form of a media book planting manners to instill good manners in students. This media development is focused on grade IV elementary school students. This developed media is in the form of media by providing examples of good manners in everyday life. The images contained in the book are made with illustrations, symbols, sizes and colors that have been adjusted to the characteristics of students and each mural contains a different meaning.

This research and development was conducted based on a needs analysis conducted at SDN Traju 01. Based on the analysis, it was found that the school was still very limited in the use of media to support learning. The cultivation of character education at school is not implemented so that there are still many students who do not behave politely and politely. Learners in class IV are the focus of teachers because of their poor behavior. Some of the things that are considered bad are bullying behavior towards friends, saying harsh words, disrespecting elders, disrespecting teachers in class, and other behaviors. The process of instilling the character of courtesy at school is only by making the teacher a role model and using the lecture method. It is less effective in instilling the character of courtesy because the teacher as a role model must provide motivation and advice to students every day. This obstacle certainly greatly affects the sustainability of character education at SDN Traju 01, which still cannot be a focus for teachers.

The book media for cultivating good manners made in this study was developed using the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation. At the analysis stage, researchers analyzed students through observations and interviews to find out what was still a problem and what was needed by students and educators. After knowing what is needed in the classroom, the second stage is design, which is the stage to design what products are needed and can help students to be better. After the product is designed, the product is then developed or made in the development stage and then validated by three experts, namely material experts, media experts, and language experts. After the media has been developed, the next stage is to implement, namely the response test by educators. Furthermore, a student response test was carried out by giving the media that had been developed, namely through one to one, small group, and field tests. After the habituation of using the media was completed for 2 months, researchers distributed courtesy questionnaires to students to find out the improvement of students' manners after being given the media. The last stage is the

evaluation stage, where all data in the form of expert validation test results, educator and learner responses are collected and compiled into one to determine the feasibility of the media developed.

The design of the mural took about 1 month, which is May-June 2023, and the making of the mural on the school wall and the development of the book on cultivating good manners took about 1 month, which is July-August 2023 to be developed. Researchers used a Likert scale as a determinant of media feasibility categories with a range of 0-20% (Very Poor), 21-40% (Poor), 41-60% (Fair), 61-80% (Good), and 81-100% (Very Good). Based on the data obtained from the material expert validation test, the media of the courtesy planting book is included in the Very Good category with a percentage of 88%. Furthermore, based on the linguist validation test, a feasibility percentage of 92% was obtained in the Very Good category, while the media expert validation obtained a feasibility percentage of 95% in the Very Good category.

After the validation stage by three experts, user response tests and educator response tests were then carried out through questionnaires. In the educator's trial, the media of the courtesy planting book obtained a Very Good category with a percentage of 92%. After the educator response test was carried out, a one to one test was carried out with a percentage of 96% or in the Very Good category. Furthermore, the small group test was obtained a percentage of 94% in the Very Good category. Finally, the field test obtained a percentage of 94% in the Very Good category.

Based on the findings in the field, students are interested in the book and mural that has been made at SDN Traju 01. All students are actively involved during the process of cultivating good manners. Learners also expressed their curiosity about manners. In addition, the competitive nature of students also increases, students compete with each other in doing good at school. Learners apply good manners in accordance with the examples of good manners in the book of cultivation of good manners and murals that are always seen when coming to school. The book of cultivation of manners and murals at school are always remembered by students so that it creates a habit to practice good manners. So it can be said that character cultivation that allows the use of media is suitable to be applied to character cultivation activities in elementary schools.

Based on this statement, it can be concluded that the media for the cultivation of manners book that has been developed is liked by students and can make it easier for students to understand the material and instill manners easily, so it is suitable to be used as media in schools because it has the advantage of making students interested in habituation of character cultivation.

CONCLUSION

Conclusion

This research and development was conducted to produce a product to instill good manners in grade IV elementary school students. The resulting product is a book for instilling good manners. In this study, researchers used the ADDIE development model. In the early stages, researchers conducted an analysis (Analyze), by conducting observations and interviews to find out the problems and determine the right solution according to the conditions and needs of students and educators. The next stage is designing (Design), the activities carried out include making a digital design of the book planting manners that will be made with the theme of courtesy. From the design that has been made, the researchers then carry out development (Development), by making a book of planting manners and printing it directly. Next, researchers involved several experts, such as media experts, linguists, and material experts to conduct assessments and validations using instruments. Then from the results of the manners cultivation book that has been made it is implemented (Implementation), at this stage researchers conduct educator user tests, as well as feasibility to users, namely students to find out opinions, criticisms, and suggestions after using the manners cultivation book in the process of cultivating manners. In the last stage, namely evaluation (Evaluation), researchers conduct reviews and improvements, based on the results of formative evaluations that have been validated by media experts, linguists, and material experts, as well as the results of individual test evaluations (one to one) and small group tests (small group).

Based on the results and validations that have been carried out by three experts, namely material experts, linguists, and media experts. The material expert validation test, the media of the courtesy planting book is included in the Very Good category with a percentage of 88%. Furthermore, based on the linguist validation test, a feasibility percentage of 92% was obtained in the Very Good category, while the media expert validation obtained a feasibility percentage of 95% in the Very Good category and was feasible to use.

In the respondent test conducted on the educator trial, the media of the book of planting manners obtained a very good category with a percentage of 92%. After the educator response test was carried out, a one to one test was carried out with a percentage of 96% or in the Very Good category. Furthermore, the small group test was obtained a percentage of 94% in the Very Good category. So based on the results of both trials, the book of planting manners reaches the criteria of Very Good and is suitable for use as a medium in the process of planting manners.

Advice

Based on the conclusions that have been stated, the researcher realizes that in the process of research and development of this book of planting manners is still not perfect so there are some shortcomings. Therefore, researchers can provide several suggestions, namely:

1. Suggestions for students are expected to understand the meaning of each mural in the school. Learners are also expected to read every page of the book of cultivation of good manners and do the habit of filling out the book of cultivation of good manners. Then after completion, the book is expected to be stored neatly and well in the classroom.

2. Suggestions for teachers are expected to be able to use and utilize the mural in the school and the book of planting manners as a medium to assist teachers in instilling good manners of students and increase students' knowledge about manners.

3. Suggestions for schools are expected to be able to use the book of planting manners as one of the media in schools and are expected to provide more media that support the learning process in accordance with the characteristics of students.

4. For further researchers, it is hoped that the results of the development of this courtesy planting book can be a reference and inspiration for further researchers, so that they can develop a better product work.

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