Need Analysis of Character Education-Based Local History Learning Resources

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Abstract

This study aims to: (1) Obtain information regarding the gap between traditionally used local history learning resources and students' ability to understand the local character values of South Sulawesi Society, (2) Ascertain the opinions of students, lecturers, and the head of the History Education Study Program at Makassar State University regarding the necessity of character-based local history learning resources, and (3) Identify the local character values of South Sulawesi society intended for integration into the development of character-based local history learning resources. The research was conducted in the History Education Study Program from February to March 2023. The participants included students, lecturers, and the head of the history education study program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar. The researcher employed purposive sampling techniques. Data collection methods included observations, interviews, and questionnaire distribution. Information related to observational outcomes was gathered from documents such as semester program plans, reference books used in the learning process, and the learning process itself. Questionnaire and interview instruments were developed based on predefined criteria. Likert scales were utilized for the questionnaire measurements. Interview data were analyzed through data reduction, data presentation, and conclusion. Data were interpreted and presented descriptively. Quantitative analysis was applied to the questionnaire results using descriptive analysis. Data validity was tested through data triangulation. The research findings suggest that based on the needs analysis, there is a perceived necessity to develop character-based learning resources, particularly integrating character values such as maradeka (democracy), *alllempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage) into local history content and learning as part of the *pappaseng* (message) culture of the Makassar Bugis tribe.

Keywords: Character education, learning resources, local history, needs analysis.

Introduction

Education is the pathway towards enlightenment and empowerment that can help uncover the untapped potential of learners, enabling them to contribute to society, ultimately impacting the nation and expanding its influence globally (Giddens, 2020). Students often tend to engage with abstract theories, resulting in learning experiences that lack meaning. This approach frequently

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fails to provide recommendations to assist students in bridging the gap between learning materials and their application in real life, thus limiting their ability to acquire knowledge and apply it in their everyday lives (Rapanta et al., 2020)

Integrating learning into values is a learning model that combines various internal and external factors and can assist in managing and organizing the teaching process systematically (Seyfried & Pohlenz, 2020). Learning resources encompass all materials and tools that can be utilized to facilitate learning, with the aim of achieving instructional objectives and enhancing students' performance in learning and studying (Daskan & Yildiz, 2020. These resources include messages, materials, tools, techniques, and arrangements that can be used individually or in combination. They are essentially collections of intentionally or unintentionally designed learning materials or situations that enable individual or group learning experiences (Daskan & Yildiz, 2020; Ejubovic & Puska, 2019). Learning resources can be utilized in non-formal, informal, or formal learning settings. Their utilization can be tailored to specific needs or used in their existing form. They function as instruments and tools used by educators and students to enhance the learning process (Aljawarneh, 2020). The development of learning resources is a tangible contribution in the field of education realized through various instructional media, such as concept maps, teaching materials, semester learning plans, classroom integration, exercise evaluation, and model selection (Nasution et al., 2021; Nugroho et al., 2021).

Idealistically, character education should be integrated into all aspects of educational institutions, including higher education, which serves as a strategic platform for cultivating caution and truthfulness. This integration aims to ensure the speech, attitudes, and morals of students are respected (Apriana et al., 2019; Pollard et al., 2023). The curriculum in higher education demands a specific approach in implementing character education. This emphasis is crucial because the quality of the younger generation is heavily influenced by how much the higher education curriculum shapes students' characters for future social interactions (Houdyshell, M., & Ziegler, 2021; Zheng et al., 2020).

The issue within the current education system lies in the inadequacy of existing learning resources to meet students' needs in accordance with the curriculum guidelines. Additionally, there is still a lack of development focusing on students' everyday environment, including the creation of character-based learning resources (Firman & Budiono, 2020). Character education is expected to help produce lifelong learners capable of utilizing their full potential, encompassing spiritual,

emotional, intellectual, social, and physical dimensions. Consequently, learning outcomes not only encompass cognitive aspects but also involve the development of emotional, social, motor, and skills aspects (Muhammadiah et al., 2022; Rapoport, 2020).

A well-structured and planned character education program can offer solutions by integrating character education into classroom subjects. This approach facilitates the reinforcement of classroom-based character education and enables students to more effectively internalize positive values and habits (Looi et al., 2023). Schools bear the responsibility of nurturing students who excel in knowledge and technology while also cultivating strong and positive character traits (Baena-Rojas et al., 2022; Cacciuttolo et al., 2023; Farrokhnia et al., 2023; Zhou et al., 2023). Family-based character education places families at the center of character formation, aiming to instill positive character traits in students even before they commence formal education in school. Community-based character education is highly significant as communities play a crucial role in instilling ethical and aesthetic values in students. The societal value system strongly influences the community's perspectives, including those of students (Oguilve et al., 2021; Sanjaya et al., 2021). Character education encompasses collective efforts by educators to teach habits and positive thinking behaviors to students, ultimately aiming to motivate them in virtuous ways in every situation (Berges Puyo, 2022; Chong, 2023). It is also expected to equip students with the ability to make ethical and responsible decisions (Dewi & Alam, 2020).

Character education is an endeavor to educate individuals to make a positive contribution to society (Russell III & Waters, 2022). From a psychological perspective, character is an aspect of personality shaped by one's habits and ideas (Corbett, 2019). The process of character development involves three key elements: beliefs, feelings, and actions (Carr, 2022; Gunio, 2021; Malin et al., 2017).

In the context of local history learning, students often lack specific learning resources that can serve as a guide in the learning process, aiding them in achieving instructional goals outlined in the learning materials. Consequently, students frequently rely on sources found on the internet, textbooks, papers, and articles to support their learning.

In the local history learning within the History Education Study Program at Universitas Negeri Makassar, several issues have been identified, including: 1) the lack of efforts to integrate the character values of South Sulawesi Society into local history teaching, despite the region being rich in history and local wisdom that could serve as a source of inspiration for students, 2) the use

of local history learning resources only providing general explanations of events, resulting in monotonous and passive learning experiences, and 3) the absence of local history literacy that integrates character values within the local history course syllabus. In local history teaching, there is a lack of learning resources that integrate character values. Therefore, to gain a deeper understanding of these character values, it is considered necessary to develop character-based local history learning resources that can be utilized by students, lecturers, and the program's head.

Several previous research findings have been conducted, firstly, by Suharso (2017), stating that the development of local history learning resources can enhance students' interest in learning due to emotional and cultural proximity. The second research conducted by Ningsih (2015) indicates that the use of learning resources in the form of modules can improve students' learning achievements through active student-centered learning approaches. The third study by Novianti (2014) demonstrates that history learning resources can serve as a means to instill character values and local wisdom within students' environments.

Based on previous research, it can be concluded that the development of learning resources can be an effective solution, emphasizing the three critical aspects of learning: cognitive, affective, and psychomotor aspects. The selection of solutions is based on the analysis of student, lecturer, and program head needs through observations, questionnaire distributions, and interviews. The learning resources to be developed as a solution will integrate character values into local history teaching. This is done to enhance understanding of local history with the goal of achieving High Order Thinking Skills (HOTS) principles, wherein students play an active role in comprehending and integrating knowledge with experiences.

Through document analysis, questionnaire distributions, and interviews, the analysis of needs suggests that the development of character-based local history learning resources is expected to effectively enhance the development of local history teaching materials, serving as an efficient guide for lecturers and students in the learning process.

Research Objectives This research is conducted with the following objectives:

1. To obtain information regarding the gap between the local history learning resources traditionally used and the students' ability to understand the local character values of South Sulawesi Society.

2. To ascertain students, lecturers, and the head of the History Education Study Program at Makassar State University opinions regarding the necessity of character-based local history learning resources.

3. To identify the local character values of South Sulawesi society, intended for integration into the development of character-based local history learning resources.

Review of Literature

Needs Analysis

Needs analysis is a process conducted to identify the gap between actual and desired outcomes with emerging needs. It's a systematic process to formulate recommendations, recognize gaps between goals and actual conditions, and establish appropriate actions (Brown & Green, 2019). This process is crucial for identifying methods or solutions most suitable for bridging gaps and meeting expected outcomes. The identified critical gaps should be prioritized for immediate review and follow-up (Garcia-Holgado et al., 2020).

A needs analysis aims to understand the specific needs, challenges, and opportunities. These then help to develop effective strategies, interventions, or solutions to address them. With reference to what should be focused in needs analysis, Wei and Flaitz (2005) perceive it as something which is subjective as learners" needs in several skills or only a specific skill can be examined. They also report that in conducting needs analysis to identify students" academic language needs, researchers can collect data to identify the tasks students will encounter in university content classrooms and also to analyze the skills the students need to perform those tasks successfully. The latter focus is actually concerned with the student learning styles and strategies which is seen as an important aspect in needs analysis as well by Kavaliauskiene and Uzpaliene (2003). Thus, needs analysis can be regarded the process of establishing what and how of a course. The inclusion of needs analysis in a curriculum development should be as early as possible the first step (Keita, 2004). An adaptation of Keita's (2004) theory the needs analysis in this study will cover four steps as follows:

1) Identification of Learning Needs,

2) Instructional Analysis

3) Identifying Initial Behaviors and Student Characteristics

4) Composition of Specific Instructional Objectives

Needs analysis functions as a process for instructional designers to gather data and make decisions, aiming to determine instructional system goals. In the field of education, needs analysis is usually performed by educational technology experts, where they help solve performance-related problems or challenges. The limited time for local history study highlights the need to enhance the effectiveness of transmitting local historical values. Local history offers advantages over conventional history by uniquely immersing students in their real-life surroundings, making it easier for them to engage in projecting experiences from their community's past.

Local History Teaching

The goal of Teaching History is to providing history teachers at all levels with the best and newest teaching ideas for their classrooms (Brincker, 2020). History is an incredibly valuable subject to learn, it builds enquiry skills, fuels the imagination and helps children feel a sense of self in a wider context (Kasianenko, 2020). However, teachers may not feel confident in teaching history to their children or pupils. Teaching materials of a history covers thousands of years of events, so that it is hard to know where to start (Paasi, 2016).

The history specifically contains patriotism and nationalism. Nationalism values can be interpreted as the ideals, hopes, and obligations needed to build the nation's future, regardless of religion, race, and ethnicity (Kasianenko, 2020). Therefore, they are very useful for fostering a sense of unity among heterogeneous citizens with different ethnicities and interdependence. The importance of nationalism is understanding events and the views of the ideology (Paasi, 2016). Nationalism embraced by Indonesia provides a stance to respect the independence of other nations. Meanwhile, its values need to be instilled in the younger generation through national awareness raised by historical awareness (Utomo & Wasino, 2020). Without national historical awareness, there would neither be a national identity nor personality, as it is an inspiration and a national aspiration, both of which are important to foster nationalist fervor. According to Utomo and Wasino (2020), learning about the benefits of history has dual intrinsic and extrinsic advantages. In addition, the study of history allows learners to explain national identity from a past, present, and future perspective. The history of learning is an interaction process between students and their environment where their behavior changes due to interaction (Utomo & Wasino, 2020). Through this study, students can develop the ability to think chronologically and gain knowledge that helps them to understand or explain development process and change in a culturally diverse society. Historical learning promotes the national identity discovery that allows students to cultivate their

identity as part of a nation (Gearty et al., 2013). It is a broader sub-system of educational activities, which refers to the setting and organization of learning environments. Besides providing knowledge, facts and chronology, historical education has a socio-cultural function to awaken historical awareness. Here, students are taught about their own identity in the nationality spirit with the aim of learning nationalism, this is important in building the nation's character (Bertram et al., 2017). The role of teachers is very important in shaping the character of learners with nationality sense. High school students are at a critical age of acquiring knowledge about historical events and nationalism shape attitudes. Qian, et al., (2016) predicted that the new generation will have even more complicated views of the ideology at a critical age.

Bertram et al., (2017) argues that one of the promised goals of teaching history is the coverage themes of local history that promotes heroes and kings in the past era and the independence patriots from the local persons. Local history also includes religious or saint person such as kiyai or wali Allah. The themes of the local history can encourage students to exemplify the good characters for their lives. Local history plays a vital role in promoting principles that help students think actively, creatively, and structurally. The values embedded in South Sulawesi's local history align with the emphasized values in local history lessons. History, as part of education, can significantly contribute to fostering awareness and cultural refinement within individuals. The process of learning local history functions to continuously familiarize students with the teaching material, especially character values related to historical events.

In the delivery of local history lesson materials, it appears that lecturers have not fully integrated the content with the character values (Utomo & Wasino, 2020) of South Sulawesi's community. However, elements of character education exist within the locally-based history learning process, holding considerable significance for students. The character values intended for students align with the syllabus and learning resources, ensuring a cohesive educational approach.

The effectiveness of local history courses in shaping students' character is supported by value-based learning derived from local history. Through this approach, students can draw valuable lessons from historical events in their own environment. This allows them to derive real-life examples of character values from their surroundings, fostering a deeper understanding of these principles.

Character Education

Berkowitz & Bier (2005) assert that character is a moral excellence and virtues based on the

prevailing values inthe nation. The character is a result of the internalization process from various virtues as a foundation to think, act, and behave. Character has strong relation with moral, value, and ethic in the society. Character is a foundation of people's life to reach good persona quality. According to Lickona (1991) character has moral knowing, moral feeling, and moral behavior. Moral knowing consists of moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self-knowledge. Moral feeling covers conscience, self-esteem, empathy, loving the good, self-control, and humility. In addition, moral action describes competence, will, and habit.

Berkowitz & Bier (2005), emphasize that character education is educational practices which develop good characters on the students. Character Organization (2018) defines character educationis developing young people core ethical and values. They contain: positive school culture, moral education, communities, caring school communities, social-emotional learning, positive youth development, civic education, and service learning. School is a place which has high contribution in shaping young people character.

Lickona (1991) states that developing character is integral to character values in the school curriculum, integrated character values through classroom habits and teaching materials. The teacher constructs the lesson plan and designs the materials whereby character values are developed. To Lickona (2012) good characters involve 10 values: wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. (Refer to table 1).

Table 1
Good Character Values

No	Good Character Values	Description
1	Wisdom	Have good judgment, know when to act, how to act, and how to solve the conflict
2	Justice	Respect to others, become tolerant, honest and responsible
3	Fortitude	Enable to choose the right way even in facing difficulties. It relates to courage, resilience, patience, perseverance, endurance, and healthy self-confidence
4	Self-control	The ability to lead ourselves, control our temper
5	Love	Relating to empathy, compassion, kindness, generosity, service, loyalty. Patriotism
6	Positive attitude	Have characters of hope, enthusiasm, flexibility, and sense of humor of positive attitude
7	Hard work	Have initiative, diligent, goal-setting and resourcefulness
8	Integrity	Consistency of what we say and what we do, adhering to moral principle, being faithful to moral conscience, keeping out words, and standing up for what we believe
9	Attitude	Being thankful and counting everyday blessing
10	Humility	Aware of the imperfection

Source: (Lickona, 2012)

According to the Indonesian Ministry of National Education (2010) proposes 18 values, they are: religiosity, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness, love of peace, reading interest, environmental awareness, social awareness, responsibility. **(Appendix 1)**.

In practicing character education, school components need some principles to guide them to practice an effective character education. In Indonesia context, the Indonesian Ministry of National Education (2010) explain that there are four principles in developing culture and character education: continuity, applicable for all subjects, applicable in the core competence, and interesting as well as full pleasure.

Additionally, Character Organization (2018) defines 11 principles of effective character education. They are: (1) Define, implement, and embed core values into school culture, (2) defines —character comprehensively to include thinking, feeling, and doing, (3) use a comprehensive, intentional, and proactive approach to develop character, (4) creates a caring community, (5) provide students with opportunities for moral action, (6) offer a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed, (7) foster students' self-motivation, (8) share the responsibility for developing, implementing, and modeling ethical character, (9) foster shared leadership and long-range support for continuous improvement, (10) engage families and community as partners in the character initiative, (11) assess its implementation of character education, its culture and climate, and the character growth of students on a regular basis (Character Organization, 2018).

Character organization (2018) adds that character can be practiced effectively if all of the school components agree toward character about what, how and why. Therefore, the teachers' belief about the importance of character is important. Teachers should agree that character is important and understand their role as an educator. Teachers should be a role model for students in the practicing values especially in obeying the rules. Teachers also should create a democratic atmosphere in the classroom, make a cooperative learning, and teach the way of problem-solving.

Method

Design

This study is a descriptive design applying the quantitative approach (Creswell, 2014). The descriptive statistics is used for the analysis in terms of frequency and rate percentage. The variables of this study are needs assessment on history teaching using local content of local history to represent Buginese characters. In addition, the needs analysis is conducted through four steps adapting Keita (2004) including: 1) Identification of Learning Needs, 2) Instructional Analysis, 3) Identifying Initial Behaviors and Student Characteristics, and 4) Composition of Specific Instructional Objectives. The research was conducted in the History Education Study Program from February to March 2023 involving students enrolled in local history courses in the academic year 2022-2023.

Study Sample

This study recruits 48 students enrolled in the history course at Universitas Negeri Makasar, South Sulawesi, Indonesia. The study sample is selected using population sample because each individual of the population is selected as the sample (Creswell, 2014). The population sampling technique is used because the students available for the history course is one class only consisting of 48 students. The 48 sample consist of 28 females and 20 males.

Instrument of the Study

Survey Questionnaire

The main instrument used to collect data in this study is survey questionnaire. The questionnaire is the researcher-developed questionnaire containing 19 items. The questionnaire utilized a Likert scale consisting of statements or questions and a range of responses including Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Prior to use to collect data the questionnaire received validity using Spearman Brown and reliability trial using Cronbach Alpha. Validity result indicated .8435 and the reliability was .8794, meaning the questionnaire are both valid and reliable. Local history values to be elaborated include: *maradeka* (democracy), *alllempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage) as reflections of Bugis and Makassar community character values.

Interview Guide

Interview guide is used to confirm structured interview after data obtained from the questionnaire is available. The questions are directed to elaborate characters of Bugines tradition applicable in the Makassar society. Similar to the construct of the questionnaire, the interview is addressed to explore: what, how and why the Bugines charactres are implemented in the teaching history. The constructs to be asked include *maradeka* (democracy), *alllempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage). Prior to the use of interview, the questions were consulted to the expert on Bugines history for the expert judgment,

The interview took 20-25 minutes each. Of 48 students, 12 were interviewed because after the 12 sample, the data has been saturated (Creswell, 2014) so that the interview was ended. The whole interview is recorded and the results are transcribed verbatim.

Data Collection

Data collection techniques in this study is employed using survey questionnaire, interview and document analysis. Survey questionnaire is given to collect perception on the quality of the teaching materials. Interview data is collected to elaborate the implementation of five Bugines characters in the history teaching. In addition, to evaluate the drawback, potential and what to expect for the needs analysis, documents are evaluated. The documents consist of teaching materials, syllabus, lesson plans and students' papers on local history characters. Based on the instruments used, data of this study consists of answers of survey questionnaire. This data is available in numbers representing Likert Scale results. Data from the interview is narrative and data from the documents is records and statement to determine what is the pitfalls of the documents, what is the potential to develop and what to expect to meet the students' needs in teaching characters of local history teaching.

Data Analysis

Data analysis in this study involves descriptive statistics in terms of frequency and rate percentage to analyze answers of the survey questionnaire (Creswell, 2014). Data is presented particularly in tables. Data from the interview and document analysis is analyzed using content analysis (Zhang & Wildemtuh, 2016). The analysis includes five steps as adapted from Zhang and Wildemuth (2016). First, the researcher converted number data and text into narrative evidence. Second, the

researcher selects themes based on three research questions in this study. Third, the researcher applies coding system. In the coding system three steps are suggested, namely (1) open coding, (2) axial coding, and (3) selective coding. The fourth step is to apply all coding system into all data. If incorrect codlings appear, revision is made through method triangulation (Zhang & Wildemuth, 2016). Finally, the researcher selects only the final and correct data.

Result and Discussion

Reasons for Developing Character-Based Local History Learning Resources

Based on the initial study regarding character-based local history learning at the History Education Program of Makassar State University, several significant observations were made regarding the need to integrate character values into local history education. The absence of subjects integrating local character values in learning prompted the decision to designate local history subjects as the initial subjects for integrating character values. Furthermore, the potential for developing character-based local history learning resources became evident due to the status of local history subjects as mandatory components in the curriculum.

Historical learning thus far has predominantly focused on local historical event content, often neglecting the integration of character values. However, there is ample potential to include historical events and character values. Some of these historical potentials, character values, and supporting facilities for developing character-based local history learning resources are outlined below. Table 2 illustrates the support for developing character-based local history learning resources based on a survey of 48 students.

Table 2
Students' Support toward Development of Character-Based Local History Learning Resources.

Supporting development	Responding students
Character education resources	14 (29.2%)
Preservation of character education	11 (22.91%)
Historical and cultural heritage	10 (20.83%)
Traditional village of South Sulawesi	13 (27.08%)
Total	48 (100%)

Based on the identified issues and proposed programs by various stakeholders, the strategies for implementing South Sulawesi's local history based on character education as recommended by the author are as follows:

1. Curriculum changes in South Sulawesi's Local History, achieved through curriculum workshops within the History Education Study Program.
2. Optimization of subject lecturers' competencies.
3. Strengthening institutional capacities to support character education in local history courses.
4. Enhancement of support for competence development among local history subject lecturers.
5. Encouraging greater community involvement in developing character-based local history learning resources.

Based on the questionnaire filled out by students, lecturers, and the program head, several identified reasons are associated with the need to develop character-based local history learning resources. The questionnaire covered the following aspects:

1. Availability of local history references.
2. Availability of character-based local history references.
3. The importance of character-based local history references in local history learning.
4. Integration of relevant local character values into local history.

Character education aims to cultivate positive habits in students, enabling them to understand ethical differences, internalize good values, and apply them in practice. This not only encompasses cognitive aspects in acquiring knowledge but also the development of good behavior (Bajovic & Rizzo, 2021).

Appendix 2 illustrates a list of questions posed to students, lecturers, and the program head to gather information regarding the needs analysis of character-based local history learning resources. The results of the interview data analysis represent one form of information about the importance of developing character-based learning resources for local history courses.

Based on the analysis of the interview results, it was found that generally, students, lecturers, and the head of the study program agree with the development of character-based local history learning resources, especially integrating local historical materials with character values such as *maradeka* (democracy), *alllempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage).

Here are the responses and comments from the students:

> Annisa (student 1) emphasized that character-based local historical references are necessary to support the government's program aimed at promoting a mental revolution through character education. The integration of character education is crucial in shaping students' characters, especially in the context of teaching local history. Ignoring local potential, including local history, could hinder students' development. Even amidst the significant influence of modern life, preserving local values remains crucial in achieving specific goals (Bluhdorn & Deflorian, 2019). Furthermore, Wulandari (student 2) stated that developing character-based local history learning resources can inspire a love for the region and the nation. This is achieved by highlighting the character values demonstrated by predecessors and heroes in their efforts to maintain and uphold independence.

In addition to the needs analysis of the students, observations were made regarding the content of the local history material presented during lectures. This observation yielded data or information from Khaeruddin (Lecturer 1), who mentioned that the local history material taught was not integrated with character values. Moreover, the examples provided by lecturers during lectures did not encompass the aspects of character values of the Bugis Makassar community.

The integration of values in the teaching and learning process plays an important role. Educators emphasize educational goals that include not only acquiring new knowledge and skills but also shaping appropriate values and attitudes. Educators teach values like integrity, justice, respect for others' rights, and social responsibility (Birhan et al., 2021; Mattar, 2022). As expressed by Amirullah (Lecturer 2), the available learning resources mostly rely on existing references. Local history learning is only guided by the local history curriculum, and students often lack comprehensive understanding and knowledge of the character values of the Bugis Makassar community.

This does not mean that local history should no longer be taught. However, there is a need to find a balance between local history material that aligns with the prescribed curriculum and that integrates the character values of the Bugis Makassar community into local history learning. Local history plays a significant role in preserving its identity as an integral part of national history (Ciampa & Wolfe, 2021; Hidayati et al., 2020).

Character education plays a crucial role in formal and informal education and has been integrated into various curricula (Gleason & Von Gillern, 2018; Hayati & Susatya, 2020; Otero, 2021). The alternative resources sought by lecturers aim not only to enhance students' pedagogical skills but also to shape students with good personalities. Character education aims to foster virtues, positive

habits, and ethical tendencies that guide students towards responsible and mature behavior (Waters et al., 2020).

The students' environment significantly impacts their character formation. The environment can be a source of character education, with sources including the local community around the university, lectures, campus authorities, the physical campus environment, and events within the university. As expressed by Bustan (Lecturer 3) as History education lecturers, especially course instructors, have not created character-based local history materials. Policies from the head of the study program, the head of the faculty, and the university to integrate character-based local history learning resources into lectures have not been implemented.

As expressed by the Head of the History Education Study Program at Universitas Negeri Makassar, even external support for obtaining character-based local history learning resources is still limited.

Learning Needs Analysis

1) Identification of Learning Needs

The development needs of character-based learning resources are based on the analysis of document such as Semester Learning Plans, reference books used by lecturers and students during the learning process, as well as direct observations of classroom teaching. From the observation of documents and the teaching process, it was generally observed that the course materials for local history, the reference books used by lecturers, and the classroom teaching process have not been integrated with character values, particularly the characters of *maradeka* (democracy), *allempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage) as reflections of Bugis and Makassar community character values. The data found from the analysis of documents and the teaching process can be seen in table 3.

Table 3

Teaching Process of Integration of Character-Based Learning Resources in Local History Courses

No	Observation results
1	The available local history learning resources do not contain all South Sulawesi local history themes chronologically
2	The local history learning resources are only focused on textbooks
3	The local history materials used have not been adapted to the local needs
4	The current local history learning resources have not pleased the students
5	The local history learning resources used have not been integrated with character values
6	The character education-based local history learning resources can become an enjoyable learning resource
7	The local history learning resources are merely focused on course books
8	The local history learning resources used have not been integrated into character values
9	Character education-based local history references that can be used as a learning resource are not available

10	There is a need for alternative learning resources other than the available local history references
11	The character education-based local history as a learning resource of local history can stimulate student creativity
12	Learning character education-based local history can give rise to students' critical thinking
13	Learning local history using character education-based references will raise students' learning motivation
14	The use of character education-based local history references can improve the reading culture of students
15	The topic of *maradeka* (democracy) as a character value has not been integrated into local history learning
16	The topic of *alempureng* (honesty) as a character value has not been integrated into local history learning
17	The topic of *maradeka* (steadfastness) as a character value has not been integrated into local history learning
18	The topic of *assitinajang* (propriety) as a character value has not been integrated into local history learning
19	The topic of *warani* (courage) as a character value has not been integrated into local history learning

The findings from observations indicate that the importance of developing locally-based history materials grounded in character education stems from the desires of the university's students, lecturers, and program heads. This has motivated the authors to conduct a needs analysis to enhance and complement the local history content within the curriculum.

2) Instructional Analysis

Instructional analysis is a method used to explain general and specific behaviors in a logical and systematic manner. It is a process embedded in instructional objectives, leading to the identification of specific abilities required by students to achieve those objectives. It serves as a tool utilized by instructional designers or educators to identify each major task that students need to master and perform to achieve learning objectives (Ye, 2020).

The purpose of instructional analysis is to assist educators and instructional designers in organizing main tasks and appropriate sub-tasks that students need to accomplish (Bowman et al., 2021; Caruso et al., 2021). This organization is crucial to provide students with a clear roadmap to achieve objectives after completing the learning process.

Instructional analysis is conducted to examine behaviors aligned with the primary responsibilities of educators. By identifying all the knowledge and skills required for task execution and the effectiveness of instructional design structure and learning time, students can perform these tasks effectively (Sweller et al., 2019). The goal of instructional analysis is to break down general competencies into specific and detailed competencies. In this research, instructional analysis is conducted on various learning resources used in local history education.

3) Identifying Initial Behaviors and Student Characteristics

To assist researchers in identifying student behaviors and characteristics related to their ability to recognize character values in local history education, interviews were conducted using several questions. Needs analysis plays a crucial role in learning. It helps establish a harmonious relationship between educators, students, instructional materials, and the teaching process, ultimately enhancing student learning (Birgili, 2021; Fernandes et al., 2021; Fore & Hess, 2020). Observations regarding initial behaviors and student characteristics in response to the proposed development plan for character-based local history learning resources are presented in Table 4.

Table 4
Responses to the Integration of Character Education in Local History Education

No	Statement of questionnaire	Frequency (f)	Percentage (%)	Category
1	The available local history learning resources do not contain all South Sulawesi local history themes chronologically	40	83.33	Agree
2	The local history learning resources are only focused on textbooks	40	83.33	Agree
3	The current local history learning resources are not enjoyable	36	75	Agree
4	Students require an enjoyable learning resource	37	77.08	Agree
5	Character education-based local history resources can be enjoyable learning resources	41	85.41	Strongly agree
6	Character education-based local history references that can be used as a learning resource are not available	43	89.58	Strongly agree
7	The use of character education-based local history as a learning resource of local history can stimulate student creativity	44	91.66	Strongly agree
8	Learning character education-based local history can give rise to students' critical thinking	42	87.5	Strongly agree
9	Learning local history using character education-based references will raise students' learning motivation	41	85.41	Strongly agree
10	The presentation of character education-based local history will increase students' thinking capacity;	35	72.91	Agree
11	Students need character education-based local history references	38	79.16	Agree
12	The topic of *maradeka* (democracy) as a character value has not been integrated into local history learning	35	72.91	Agree
13	The topic of *alempureng* (honest) as a character value has not been integrated into local history learning	38	79.16	Agree
14	The topic of *agettengeng* (steadfastness) as a character value has not been integrated into local history learning	38	79.16	Agree
15	The topic of *assitinajang* (propriety) as a character value has not been integrated into local history learning	39	81.25	Agree
16	The topic of *warani* (courage) as a character value has not been integrated into local history learning	41	85.41	Strongly agree

In addition to identifying students' initial behavior, instructional developers should also assess characteristics relevant to the instructional development process. Techniques used to identify

students' initial characteristics align with those used for identifying initial behavior, including questionnaires, interviews, and observations.

4) Composition of Specific Instructional Objectives

The formulation of specific instructional objectives is a crucial stage in instructional development. Instructors who create and utilize appropriate instructional activities can facilitate effective learning. The lack of attention to instructional objectives by instructors affects teaching effectiveness. Achieving an effective and efficient learning process requires instructors' attention to the formulation and utilization of instructional objectives (Petropoulou et al., 2020). The needs analysis comprises 20 specific competencies formulated as follows:

1. Understanding the definition of character education.
2. Stating the definition of character education.
3. Applying methods of character education instruction.
4. Examining the importance of character education instruction in higher education.
5. Clarifying the role of history in character formation.
6. Comparing definitions of history by experts.
7. Stating the definition of local history.
8. Explaining the relationship between local history and national history.
9. Explaining the importance of teaching local history.
10. Analyzing the origins of local kingdoms.
11. Studying political alliances among kingdoms.
12. Analyzing the Islamization process.
13. Describing colonialism and imperialism.
14. Describing the Japanese occupation.
15. Formulating character education sources for society.
16. Explaining maradeka (democracy) as a character value in local history.
17. Explaining alempurenng (honest) as a character value in local history.
18. Explaining agettengeng (steadfastness) as a character value in local history.
19. Explaining assitinajang (propriety) as a character value in local history.
20. Explaining warani (courage) as a character value in local history.

Learning resources for local history based on character education that can be developed based on needs analysis can start by improving the semester learning plan by considering materials that can be integrated with character values, utilizing references integrated with character values, and implementing them in the learning process.

Learning Resources Composition

Based on the conceptual framework of character-based local history learning, the following steps are taken: (1) Decomposing character values in accordance with character education developed by the Ministry of Education and Culture of the Republic of Indonesia; (2) Developing character-based local history learning materials; (3) Creating teaching materials consisting of five modules, 13 learning activities, and a lecturer's guide that includes a syllabus, semester learning plans, assessment of learning outcomes, final assessment questions, formative questions, pre-test and post-test questions, and answer keys.

The integrated character values in local history learning consist of five local character values, they are: *maradeka* (democracy), *alempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage). These character values are elaborated in Table 5.

Table 5.
The alignment between character values and local history learning materials

No	Character value	Integration into local history theme
1	*Maradeka* (democracy)	1) Paseng 2) Early kingdoms 3) Agreement between the kingdoms 4) Traditional communities
2	*Alempureng* (honesty)	1) Paseng to acca 2) Bone kingdom 3) Traditional communities
3	*Agettengeng* (steadfastness)	1) Colonial era 2) Wajo kingdom 3) South Sulawesi during the kingdom's rule
4	*Asitinajangeng* (propriety)	1) Wajo kingdom 2) Soppeng kingdom 3) Traditional communities 4) Islamization 5) South Sulawesi during the independence era
5	*Warani* (courage)	1) Colonialism and imperialism 2) Japanese occupation

Based on the provided data, it can be concluded that the description of character values in the local history materials is an effort to address the gap in the local history teaching, which often relies

solely on the curriculum syllabus. The integration of character values serves as a solution to instill character values in students, ultimately aiming to develop students with honorable character.

The next step, following the description of character values, involved formulating character education-based local history learning materials. The formulated materials can serve as supplements and do not strictly adhere to the existing local history curriculum. They were created through a collaboration between the researchers and the local history course lecturers through discussions. The formulation of the developed learning materials is presented in **appendix 3**.

The findings of the needs analysis for the development of local history learning resources bear resemblance to previous studies. For instance, in a study by Nella Audina Kusuma Citra et al. (2022), they found that locally enriched teaching modules had the potential to boost students' learning motivation. This was because these modules were highly related to students' everyday lives. Similarly, Jayanti (2017) reported similar results. She concluded that a large majority of students expressed the importance of and interest in understanding and integrating local wisdom. This underscores the need for teaching materials and learning resources in the form of locally-based modules. Contrasting findings were observed in research conducted by Pratama et al. (2020), indicating that students' inability to utilize their region's potential as a learning resource was due to a lack of understanding. This lack of understanding was prevalent among both the students themselves and their parents regarding the importance of utilizing local resources to enhance their quality of life.

Based on the findings from the needs analysis in this research, local content for character education in South Sulawesi society can be integrated into local history education due to the availability of character education resources, such as lontara (as a source of local knowledge). Furthermore, there exists a heritage of cultural values passed down by ancestors that can be integrated into local history education, namely *maradeka* (democracy), *alempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage). Even until today, these values remain a significant part of life in South Sulawesi society, thereby supporting the implementation of character education in local history education at the university.

Interview results from students, course lecturers, and the program head revealed a need for additional teaching materials in local history education since the materials taught have primarily been based on conventional references (local history textbooks) without fully meeting the needs of students, lecturers, and the program head. The composition of teaching materials to be prepared

in the development of character-based local history teaching materials involves themes of local historical events in South Sulawesi integrated with the local character values of South Sulawesi society, aiming to create meaningful local history learning. Students will not only acquire knowledge of local history but also discover the character values conveyed in each lecture theme. This study has a theoretical implication in that needs analysis is inevitably required for teaching history. Local values including *maradeka* (democracy), *alempureng* (honesty), *agettengeng* (steadfastness), *assitinajang* (propriety), and *warani* (courage) are core values to teach. Therefore, theories on character educations should include the values in references of history teaching in Makassar. In policy terms, this study implies that university should take into account teaching local values in this study should be developed and enlarged for more contexts and applications.

Conclusion

Based on the result and findings of this research, it can be concluded that there is a need for local history learning resources that integrate local character values of South Sulawesi society, needed by students, lecturers, and the head of the History Education Program at Universitas Negeri Makassar. This is intended to ensure that local history education is not solely focused on enhancing knowledge aspects but also aims for students to recognize the character values inherent in historical events. The students' responses to the needs analysis regarding local value materials to be integrated into local history education generally imply their "agree" or "strongly agree" opinions on the proposed ideas. Out of the 14 questions posed, nine were responded to with "agree," and five with "strongly agree." There are five-character values to be integrated into South Sulawesi local history education: democracy, honesty, propriety, steadfastness, and courage. These character values will be recognized across various historical events in South Sulawesi, ranging from classical times to the period of defending Indonesia's independence in South Sulawesi.

This study acknowledges that one class student has been the limitation of this study. Besides future research should enlarge into a survey research, it is hoped that this research can serve as the first step in developing character-based local history learning resources in South Sulawesi, enabling students to recognize character values in every local history subject they study. The authors recommend that all authorities in all courses within this program conduct needs analyses to determine the learning themes required by students so that they can identify and integrate character values into every learning topic.

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Appendixes

Appendix 1.

Character Values by Indonesian Ministry of National Education

No	Character Values	Description
1	Religiosity	The behavior in carrying out the teachings of their religion, tolerant, and live in harmony with other religions
2	Honesty	The behavior based on an attempt to make himself or herself as person who can always be trusted in words and action
3	Tolerance	The attitudes and actions that respect to others with different religion, race, ethnicity, opinions, attitudes, and actions
4	Discipline	The action which indicate that he or she obedient with the rules
5	Perseverance	The action which indicate an effort in doing and completing assignment as wellas possible
6	Creativity	Thinking and doing something to launchnew thing
7	Independence	The attitude which is not depending to others in completing the task
8	Democracy	The behavior which assesses everyone has same right and obligation
9	Curiosity	The action which always try to learn deeper and wonder about the material of the lesson
10	Nationalism	The behavior which puts the interests ofthe nation above self-interest and group
11	Patriotism	The behavior which give high appreciation of the language, environmental, socio cultural and many components of the nation
12	Appreciation	The action which encourages him or her to give something useful and respect of other people achievement.
13	Communicativeness	The behavior which shows pleasure in communicating with others.
14	Love of peace	Attitudes, words, and actions that make other people feel happy and safe over thepresence of him.
15	Reading Interest	The habit of reading something beneficial
16	Environmental awareness	The action which prevent damage to the surrounding natural environment anddevelop efforts to repair the environment
17	Social awareness	The habit of helping other people which are in difficulties
18	Responsibility	The habit of a person to carry out the duties and obligations about what he she should do

Appendix 2.

Interview Guidelines for Needs Analysis of Character-Based Local History Learning Resources.

List of questions		
Program	Lecturer	Student
Has the structure of the education curriculum in the integrated character values?	Has the structure of the education curriculum in the integrated character values?	Do the available local history learning resources contain all of South Sulawesi's local historical themes chronologically?
Is there any additional material beyond the amount specified in the curriculum workshop in the?	Is there any additional material beyond the amount specified in the curriculum workshop?	Are the local history learning resources merely focused on textbooks?
Are the local history materials used adapted to the local needs?	Are the local history materials used adapted to the local needs?	Have the current local history learning resources pleased you?
Are there efforts made by the head of the study program to develop local history materials?	Are there efforts made by the head of the study program to develop local history materials?	Can the use of character education-based local history as a learning resource stimulate student creativity?
Have the local history learning resources been integrated into character values?	Are the local history learning resources used following the curriculum needs?	Can studying character education-based local history give rise to students' critical thinking?
Are local history learning resources	Have local history learning	Will the presentation of character education-based local

merely focused on course books?	resources used been integrated with character values	history increase students' thinking capacity?
Are alternative learning resources needed other than the available local history references?	Are local history learning resources merely focused on textbooks?	Has the topic of *maradeka* (democracy) as a character value been integrated into local history learning?
Are there any relevant agencies collaborating with the program leader in preparing character education-based local history books?	Are alternative learning resources needed other than the available local history references?	Has the topic of *alempureng* (honesty) as a character value integrated into local history learning?
Does the study facilitate the procurement of character education-based local history books?	Are there any relevant agencies collaborating with the program leaders in preparing character education-based local history books?	Has the topic of steadfastness *agettengeng* (steadfastness) as a character value been integrated into local history learning?
Do the heads of the study program, faculty, and university instruct the educators to use character education-based local history references as a local history learning resource?	Does the study program facilitate the procurement of character education-based local history books?	Has the topic of propriety *assitinajang* (propriet) as a character value been integrated into local history learning?

Do educators have the ability to write character education-based local history that can be used as a local history learning resource?	Does the study program give lecturers the freedom to prepare their own learning resources?	Has the topic of *warani* (courage) as a character value been integrated into local history learning?

Appendix 3.

Standard of Competencies, Basic competencies and Lecture Material

No	Standard of competencies	Basic competencies	Lecture materials
1	Character education	1) Definition of character	a) Definition of character according to experts b) The roles of family and school in character building
		2) Definition of character education	a) Definition of character education according to experts b) Characters implied in each principle of Pancasila
		3) Learning methods of character education	a) Storytelling method b) CTL method c) Role play method d) Investigation method
		4) Character education in college	a) Character education in college b) Character values developed in college c) History as a pioneer of character education
2	Local history	1) Definition of history	a) Definition of history according to foreign historians b) Definition of history according to Indonesian historians
		2) Definition of local history	a) Definition of local history b) Types of local history
		3) Relationship between local history and national history	a) The position of local history and national history b) Local history as part of national history
		4) Local history teaching	a) The purposes of local history relations b) Constraints in local history writing and teaching
3	South Sulawesi	1) Local kingdoms of	a) Luwu kingdom

	local history	South Sulawesi	b) Gowa kingdom
			c) Bone kingdom
			d) Wajo kingdom
		2) Political alliances	a) Tellulimpoe (three ultimate powers) alliance
			b) Tellulimpoe (three kingdoms) alliance
		3) Islamization and Colonialism	c) Limae ajattappareng alliance (an alliance of five kingdoms)
			a) The beginning of Islamization in South Sulawesi
		4) Japanese occupation	b) Musu asellengeng (Islamization war)
			c) Fights against England
			d) Fights against the Dutch
			a) The resistance of the Unra people
			b) The resistance of the Allu people
4	Sources of character of South Sulawesi people	1) Lontarak	a) Definition of Lontarak
			b) Lontarak as a source of learning
		2) Paseng	a) Definition of paseng
			b) Paseng to acca
		3) Siri na pace	a) Definition of siri na pace
			b) Siri na pace as the philosophy of life of Bugis Makassar people
5	Integration of local character values	1) Democracy	a) Democracy Paseng
			b) Events of democratic values
		2) Honest	a) Definition of lempu
			b) Lempu value in the local history of South Sulawesi
		3) Steadfastness	a) Definition of getting
		4) Propriety	b) Getting value in the local history of South Sulawesi
			a) Definition of assitinajang
		5) Courage	b) Assitinajang value according to *acca*
			c) Sitinaja value in the local history of South Sulawesi
			a) The meaning of warani
			b) Integration of warana character value in the local history of South Sulawesi