The Effectiveness Of Using Teaching Modules In The Independent Curriculum In Elementary Schools

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ABBREVIATION
ABSTRACT
Teaching modules are often the subject of discussion by teachers at all levels, both elementary, middle and high levels. Basically, teaching modules are learning materials that are arranged extensively and systematically with reference to learning principles that are applied by teachers to students. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing, making it easier for students to learn and making it easier for teachers to deliver material. Ideally, teachers need to develop teaching modules optimally according to the plans made. However, in reality many teachers do not understand the technique of compiling and developing teaching modules, especially in the independent learning curriculum.

Keywords: Independent; Teaching; Module; Curriculum

Modul ajar sering menjadi bahan perbincangan para guru di semua jenjang, baik SD, SMP, maupun SMA. Pada dasarnya modul ajar adalah bahan ajar yang disusun secara luas dan sistematis dengan mengacu pada prinsip-prinsip pembelajaran yang diterapkan oleh guru kepada siswa. Sistematis dapat diartikan secara berurutan mulai dari pembukaan, isi materi, dan penutup, sehingga memudahkan siswa dalam belajar dan memudahkan guru dalam menyampaikan materi. Idealnya, guru perlu mengembangkan modul pengajaran secara optimal sesuai dengan rencana yang dibuat. Namun pada kenyataannya masih banyak guru yang belum memahami teknik penyusunan dan pengembangan modul ajar khususnya pada kurikulum pembelajaran mandiri.

Kata kunci: Mandiri; Pengajaran; Modul; Kurikulum

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INTRODUCTION

Education is one of the human efforts to survive, it is proven by humans having to adapt themselves to the acceleration of the times. Every human being must get a competent education. According to Law No. 20 of 2003, it is stated that education aims to develop the potential of students to become human beings who believe and fear God Almighty, capable, creative, independent, noble, healthy, knowledgeable and become democratic and responsible citizens. So, we need a container in the form of media that can achieve educational goals proficiently, namely the curriculum.

During the COVID-19 pandemic, various learning difficulties were found in educational units. One of the factors is the unpreparedness of teachers and schools to teach online. Before the pandemic hit, all education units in Indonesia used the 2013 curriculum, then the Ministry of Education and Technology made a new policy regarding the use of the 2013 curriculum which looks complex when applied when learning online so that the emergency curriculum becomes a reference for education units in Indonesia. After that, during the 2021 to 2022 pandemic, the Ministry of Education and Culture made a policy regarding the use of the curriculum in educational units, namely the 2013 curriculum, the emergency curriculum, and the independent curriculum.

The independent curriculum is socialized and implemented in all educational units with the aim of updating the learning process constrained by the pandemic. The government provides optional in the process of implementing an independent curriculum in schools, namely; (1) freedom to learn, (2) freedom to share, (3) freedom to change. When implementing an independent curriculum, it certainly brings significant effects and changes to teachers and educators in schools in terms of learning administration, learning strategies and approaches, learning methods, and even the learning evaluation process. The essence of independent learning is to deepen the competence of teachers and students to innovate and upgrade the quality of independent learning.

The independent learning curriculum has four principles that have been transformed into new policy directions, namely; 1) USBN has been changed to an assessment test, this is to assess student competence in a written test or can use other assessments that are more comprehensive in nature such as assignments, 2) National Examination is changed to a minimum competency assessment and character survey, this activity aims to encourage teachers and schools to upgrade the quality of learning and student selection tests to the next level cannot be used as a basic reference. Minimum competency assessment to assess literacy, numeracy, and character. 3) RPP, different from the previous curriculum in which RPP follows the usual format. The independent curriculum provides flexibility for teachers to be able to freely choose, create, use, and develop lesson plans formats. Things that need to be considered are 3 core components in making lesson plans, namely learning objectives, learning activities, and assessments. RPP is now famous for its teaching modules.

The teaching module is a learning device or learning design based on the applied curriculum with the aim of achieving the competency standards that have been set. Teaching modules have a major role to support teachers in designing learning. In the preparation of learning tools that play an important role is the teacher. A teacher is honed thinking skills to be able to innovate in teaching modules. Therefore, making a teaching module is a teacher's pedagogic competence that is developed, it is hoped that teacher
teaching techniques in the classroom are more effective, efficient and do not come out of discussion of achievement indicators.

Ideally, teachers need to develop teaching modules optimally according to the plans made. However, in reality many teachers do not understand the technique of compiling and developing teaching modules, especially in the independent learning curriculum. The learning process that does not plan the teaching modules properly can be ascertained that the delivery of content to students is not systematic, so that learning occurs unequally between teachers and students. It can be said that only the teacher is active or vice versa and the learning carried out seems less interesting because the teacher does not prepare the teaching module properly.

METHODS

In this research, the writer uses a qualitative descriptive approach. Descriptive qualitative research, descriptive is a problem formulation that guides research to explore or photograph social situations that will be studied thoroughly, broadly and deeply. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants under study. A qualitative approach is an approach that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, interest, motivation, action, by way of description in the form of words and language. This qualitative approach aims to obtain complete information related to the effectiveness of teaching modules in elementary schools.

RESULT AND DISCUSSION

1. Independent Curriculum

Referring to the conditions where the Covid-19 pandemic caused many obstacles in the learning process in the Education unit which had a significant impact. The 2013 curriculum used in the pre-pandemic period became the only curriculum used by educational units in learning. The pandemic period 2020-2021 the Ministry of Education and Culture issues a policy on the use of the 2013 Curriculum and the Emergency Curriculum (simplified Kur-2013) as curriculum references for education units. The pandemic period 2021-2022 The Ministry of Education and Technology issues a policy on the use of the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum in Driving Schools (SP) and Center for Excellence (PK) Vocational Schools.

In the pre-pandemic period, the Ministry of Education and Culture issued a policy on the use of the 2013 Curriculum, then the 2013 Curriculum was simplified into an emergency curriculum that made it easier for education units to manage learning easier with essential material substances. The Independent Curriculum at SP/SMK-PK is a breath of fresh air in an effort to improve and restore learning, which was launched for the first time in 2021.

The Independent Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila student profile were developed based on certain themes determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not
tied to subject content. The independent curriculum is expected to be an effort to restore learning in Indonesia. In context, there is an academic study of the existence of an independent curriculum as follows:

1) Building a rational argument for curriculum intervention in an effort to overcome the learning crisis in Indonesia

2) Develop alternative curricula that are oriented towards improving the quality of the learning process and optimizing learning and optimizing learning outcomes but still taking into account the diversity of characteristics of the education unit.

3) Develop alternative curriculum selection strategies for educational units

In the independent curriculum, diagnostic assessments and class modifications are carried out by a teacher as follows:

1) Teachers can distribute assessments, conduct assessments and get assessment results according to the competency level of each student

2) Teachers can access classes from the platform, create and add classes, and also manage students in their classes.

3) A teacher is also expected to delve deeper into the achievements of each student.

4) Teachers get recommendations and access to relevant teaching tools

5) Teachers get recommendations for teaching tools based on subjects, phases and domains tested through assessment.

2. Teaching Module

Teaching modules are a number of media tools, methods, instructions, and guidelines that are designed in a systematic and interesting way. The teaching module is an implementation of the Learning Objectives Flow which was developed from Learning Outcomes with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development. Teachers need to understand the concept of teaching modules so that the learning process is more interesting and meaningful. Teachers in educational units are given the freedom to develop teaching modules according to the environmental context and the learning needs of students. Teaching modules are equipped with components that form the basis for the preparation process. The component of the teaching module in the guide is needed to complete the learning preparation. Teaching module components can be added according to subjects and needs. The components that must exist in the teaching module are as follows:

1) Module Identity
   Information about the developed teaching modules consists of:
   - Author Name
   - Agency
   - Year Compiled
   - School
   - Class
   - Time Allocation

2) Initial Competence
   Initial competence is the knowledge and/or skills that students need to have before studying a particular topic. Initial competence is a measure of how deep the teaching module is designed.

3) Pancasila Student Profile
   The ultimate goal of a learning activity that is closely related to the formation of the character of students. The Pancasila Student
Profile (PPP) can be reflected in the content of funds or learning methods. In the learning module, the Pancasila Student Profile does not need to include all of it, but can choose the Pancasila Student Profile that is in accordance with the learning activities in the teaching module.

4) Facilities and Infrastructure
Facilities and materials needed to support learning activities. Facilities refer to the tools and materials used, while the infrastructure includes other relevant materials and sources of teaching materials used in learning activities. The availability of materials is recommended to consider the needs of students with limitations or advantages. Technology, including facilities and infrastructure that is important to pay attention to and also be used for deeper and more meaningful learning.

5) Target Students
In the independent curriculum, the target students are:
   a) Regular/typical students: general, there is no difficulty in digesting and understanding the teaching material.
   b) Learners with learning difficulties: have a learning style that is limited to only one style, for example with audio. Have difficulty with language and understanding of teaching materials, lack of confidence, difficulty concentrating long term, etc.
   c) High-achieving learners: digest and understand quickly, are able to achieve higher-order thinking skills (HOTS), and have leadership skills.

6) Learning Model
It is a learning model or framework that provides a systematic description of the implementation of learning. Learning models can be in the form of face-to-face learning models, online distance learning (PJJ Online), distance learning outside the network (PJJ Offline), and blended learning.

3. Effective Teaching Module
Nowadays, teaching modules are often the subject of discussion by teachers at all levels, both elementary, middle and high levels. Basically, teaching modules are learning materials that are arranged extensively and systematically with reference to learning principles that are applied by teachers to students. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing, making it easier for students to learn and making it easier for teachers to deliver material. In addition, according to Sungkono (2012) the teaching module is unique and specific, which means that it is aimed at certain targets in the learning process that is in accordance with its goals. While specific can be interpreted that the teaching module is designed optimally to achieve indicators of success.

Teaching modules are very important in the learning process for teachers and students. Indeed, teachers will have difficulty upgrading teaching effectiveness if they are not paired with a complete teaching module. This applies to students, because what is delivered by the teacher is not systematic. The possibility of delivering material is not in accordance with the curriculum that should be applied, therefore the teaching module is the main medium to improve the quality of
learning which plays a good role for teachers, students and the learning process.

Before preparing the teaching module, the teacher knows the strategy for developing the teaching module and must meet two minimum requirements, namely meeting the existing criteria and learning activities in the teaching module in accordance with the principles of learning and assessment. The criteria for the independent curriculum teaching module are as follows; (1) Essential, that is, each subject has a concept through learning experiences and across disciplines, (2) Interesting, meaningful, and challenging, namely the teacher can foster interest in students and involve students actively in learning, related to their cognitive and experience so that they do not too complex and not too easy for his age, (3) Relevant and contextual, namely relating to the cognitive elements and experiences that have been previously owned and according to the conditions of the time and place the students are in, and (4) Continuous, namely learning activities must have relevance according to the learning phase students (phase 1, phase 2, phase 3).

Meanwhile, the core components of the teaching module include learning objectives, assessments, meaningful understanding, trigger questions, learning activities, and student and teacher reflection.

1) Learning Objectives
Learning objectives should reflect important points in learning and can be tested by various types of assessments as a form of student understanding. The learning objectives consist of the content flow of learning outcomes and the flow of learning objectives. This is done to determine the learning activities, the resources to be used, the suitability of the various students, and the assessment techniques used. The forms of learning objectives also vary, ranging from the cognitive field which includes facts and information, procedural, conceptual understanding, art of critical thinking and reasoning skills, and steps to communicate.

2) Meaningful Understanding
Meaningful understanding to describe the learning process is not only memorizing concepts or phenomena, but it is necessary to apply activities to connect these concepts to form a good understanding so that the concepts that have been designed by the teacher can shape student behavior.

3) Trigger Questions The teacher can make questions to students which are outlined in the teaching module learning design to arouse speaking intelligence, curiosity, start discussions between friends or teachers, and start observations. Focus on making questions in the form of open-ended questions, such as; what, how, why.

4) Learning Activities This activity contains learning scenarios in the classroom or outside the classroom. This activity has a systematic sequence that can be included with alternative learning options or learning according to student learning needs, but still within the planned time duration corridor. The stages of learning activities are introduction, core, and closing based on active learning methods.

5) Assessment As it is known that the independent learning curriculum designs assessments into three categories, namely diagnostic assessments, formative assessments, and summative assessments. This is to measure
learning achievement at the end of learning activities. Diagnostic assessments must be carried out before learning by categorizing students' conditions from a psychological and cognitive perspective. Formative assessment is carried out during the learning process. While the summative assessment is carried out at the end of the learning process. The various forms of assessment include; (1) attitude, this assessment can be in the form of observation, self-assessment, peer assessment and anecdotal, (2) performance, this assessment is in the form of student skills/psychomotor results in the form of presentations, dramas, market days, and so on, and (3) written. This assessment is in the form of an objective written test, essay, multiple choice, is am, and others. Teachers can be creative in assessing students.

6) Remedial and Enrichment These two learning activities can be given to students with high achievement and students who need guidance to understand the material. Teachers can pay attention to the differentiation of worksheets for students who get enrichment and students who get remedial.

In the final stage, the attachment includes student worksheets, enrichment and remedial, teacher and student reading materials, glossary, and bibliography. Some of the components above do not need to be included in all of the teaching modules and are returned to the education unit which has the freedom to design and develop modules according to the conditions of the learning environment and student needs. Steps for Development of Independent Curriculum Teaching Modules There are steps to develop teaching modules in the independent curriculum, below there are 10 steps, including:

1) Analyze students, teachers, and education units regarding their conditions and needs. At this stage the teacher can identify problems that arise in learning, the teacher can analyze the conditions and needs of students in learning so that the teaching module designed is accurate with the problems that exist in learning.

2) Conducting diagnostic assessments on students regarding conditions and needs in learning. At this stage the teacher identifies the readiness of students before learning. The teacher conducts this assessment specifically to identify students' competencies, strengths, and weaknesses.

3) Identify and determine the entity profile of Pancasila students to be achieved. At this stage the teacher can identify the needs of students and refer to character education. The Pancasila student profile can essentially be achieved with a project, therefore the teacher must be able to design the time allocation and dimensions of the Pancasila student profile program.

4) Develop teaching modules that are sourced from the Learning Objectives Flow, the flow is based on the Learning Outcomes. The essence of this stage is the development of the material as well as developing the material in the lesson plan (RPP).

5) Design the types, techniques, and assessment instruments. At this stage the teacher can determine the instruments that can be used for assessments that are based on three national assessment instruments, namely the minimum competency
assessment, character survey, and learning environment survey.

6) Teaching modules are arranged based on the components that have been planned.

7) The teacher can determine several components that are essential in accordance with learning needs. Some of the existing components can be used according to the needs of students in learning.

8) Essential components can be elaborated in learning activities

9) After the previous steps have been implemented, the module is ready to use.

10) Module evaluation

In its application there are many things that are still not mastered by the teacher. During the interview process, several teacher opinions related to the effectiveness of the implementation of the teaching module were as follows:

G1: The teaching module that is currently used as a learning guide has become very simple and easy. Because the teaching module only lists things that are urgent.

G2: The teaching modules in the independent curriculum are still confusing. The structure we have is still not fully controlled by us. So, we often need time to make it.

G3: The current teaching module is very easy to understand because it is very simple.

CLOSING

Education is one of the human efforts to survive, it is proven by humans having to adapt themselves to the acceleration of the times. Every human being must get a competent education. Teaching modules are very important in the learning process for teachers and students. Indeed, teachers will have difficulty upgrading teaching effectiveness if they are not paired with a complete teaching module. This applies to students, because what is delivered by the teacher is not systematic. The possibility of delivering material is not in accordance with the curriculum that should be applied, therefore the teaching module is the main medium to improve the quality of learning which plays a good role for teachers, students and the learning process

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