STUDENTS' UNDERSTANDING OF ELEMENTARY SCHOOL TEACHING MODULES

Naeli Nur Hidayah[1], Samsiatun Nisa[2], Nur Fatmawati[3], Muhamad Anis Afiqi[4], Umi Zulfa[5]
Mahasiswa[1,2,3], Dosen[4,5]. Universitas Nahdlatul Ulama Al Ghazali Cilacap
naeli7606@gmail.com[1] , samsiatunisa@gmail.com[2] , fatmawatinur842@gmail.com[3] ,
umi.zulfa21@unugha.id[5]

Abstract

This research aims to measure the level of understanding of PGSD students regarding elementary school teaching modules. The teaching module is part of the material in the Elementary Learning Design course. This research includes descriptive quantitative research. Data was collected using a questionnaire and analyzed using SPSS. The research results show that the level of understanding of elementary school teaching modules among students is moderate. This will have to be a matter of concern and as evaluation material to make improvements in preparing students regarding the knowledge and skills in preparing elementary school teaching modules so that they are better prepared to carry out Teacher Training PPL and work in schools.

Keywords: Teaching Module, Independent Curriculum, Elementary School

Introduction

As is known, composing and developing a curriculum is part of an institution's efforts to adapt to the times. In the context of developing the Independent Curriculum, it is to answer the challenges of the Industrial Revolution 4.0 and society 5 (Manalu et al., 2022). Then at a practical level, the change in the 2013 curriculum to the Independent Curriculum has its implications, especially those related to learning tools. One important aspect of the learning tool in question is the teaching module. The definition of teaching modules that appeared before the Independent Curriculum and the teaching modules typical of this curriculum are certainly different. Teaching modules are learning plans that help teachers carry out learning (Silvi et al., 2023). More technically, Setiawan calls the teaching module an implementation of the Learning Objectives Flow (ATP) which originates from Learning Achievements with the Pancasila Student Profile as the target (Silvi et al., 2023).

The unique thing about the Merdeka Curriculum version of the teaching module is the Pancasila Student Profile (P3) component. The Pancasila Student Profile is the ideal profile of an Indonesian student with the character; faith, independence, cooperation, global diversity, critical

reasoning, and creativity (Setiawan et al., 2022). In compiling this teaching module, the characters that will be instilled must be selected according to the learning objectives and core material. In this context, understanding and skills are needed to be able to compile teaching modules. This need is urgent and must be owned by teaching students who are prospective teachers.

An understanding of teaching modules in the context of the independent curriculum is a learning tool that teachers and student teachers must master. The minimum understanding of teaching students regarding teaching modules includes the Pancasila Student Profile, Independent Curriculum learning tools, the role of teachers in preparing teaching modules, components of teaching modules, and steps for preparing teaching modules given through lectures. This is important because understanding will influence the skills of prospective teachers in compiling teaching modules as per the research results of Nurhayati et al, namely that teachers who are given training on teaching modules tend to increase their understanding and skills in compiling teaching modules from 32.25% to 91.15 % (Nurhayati et al., 2022). A similar situation also occurred in the 6th-semester students of the PGMI UIN Mahmud Yunus Batusangkar study program, even though their understanding reached 73.5% (Silvi et al., 2023).

Apart from that, the existence of teaching modules as teachers' guides in carrying out learning also has an impact on student learning outcomes, both in the form of learning achievement and in the form of mastered 21st-century skills such as 4C skills; collaboration, communication, critical thinking and creativity (Trisnawati & Sari, 2019) as with the research results of Irawan et al which revealed that with the Independent Curriculum teaching module, Class(Irawan & Mukhlis, 2023).

On the other hand, there are still teachers or teaching students who do not fully understand the teaching module (O1) and do not even know more about the Independent Curriculum. (Maulinda, 2022), (Manalu et al., 2022). Teachers also still experience general obstacles in implementing the independent curriculum (IKM), lack of initial understanding of diagnostic tests,(Harianto, 2023) to the technicalities of compiling teaching modules. Likewise, we still don't understand the structure of the Independent Curriculum and don't understand the teaching modules (Purani, N., K. & Putra, I., K., D., A., 2022).

Based on the background, this research was conducted to analyze the level of understanding of students at the teaching faculty, UNUGHA Cilacap Elementary School Teacher Education

(PGSD) study program and the results will be used to develop strategies to accelerate cognitive mastery and skills in preparing teaching modules, especially for the elementary school level.

Literature Review and Hypothesis Development

Independent Curriculum

Independent Curriculum is the name of the curriculum issued as a policy for learning loss due to the COVID-19 pandemic. The Independent Curriculum is also a curriculum that is applied in the period 2022/2023 to 2024/2025 (Mulyasa, 2023). This curriculum has the main characteristics of the Pancasila Student Profile, essential material, and differentiated learning (Inayati, 2022). To implement the Independent Curriculum, schools are given the freedom to prepare KOSP (Educational Unit Operational Curriculum) which refers to the situation and conditions of the school, including teacher readiness in preparing learning tools, one of which is teaching modules.

Teaching Module

Teaching modules are simpler than textbooks. Teaching modules are part of teaching materials that are arranged systematically. Teaching modules also usually contain a package of planned learning experiences so that students master certain learning objectives (Gunawan, 2022)**.**

In the Independent Curriculum, teaching modules are very important because they greatly influence the effectiveness of learning (Maulinda, 2022). In the Independent Curriculum, teachers are given the freedom to develop learning tools that are tailored to their interests (Izzah Salsabilla et al., 2023) and one of them is a teaching module. The main aim of developing teaching modules is to enrich the variety of learning tools that teachers can use in carrying out learning (Maulinda, 2022).

The independent curriculum teaching module contains at least 3 main components, namely general information, core components, and attachments (Triandini et al., 2023). In filling in these three main components, teachers must prepare Learning Outcomes, Learning Objectives and Learning Objective Flow, teacher books, student books, and the teaching module template itself, in addition to other resources that can be used to maximize the results of preparing the teaching module. Teachers also have the freedom to use templates provided by the government, modify, and/or create their own.

Hypothesis

Research hypothesis:

Ha: The average score for Understanding the Merdeka SD Curriculum for PGSD students is 67

H0: The average score for Understanding the Merdeka SD Curriculum for PGSD students is not the same as 67

Statistical hypothesis:

Ho; $\mu 0 = 67$

Ha; $\mu a \neq 67$

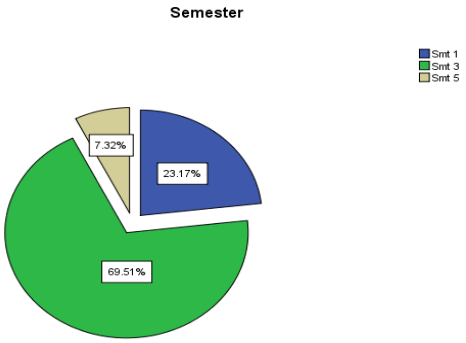
Research Methods

This research was conducted using a quantitative approach (Aksara, 2021) with the type of research being descriptive quantitative (Santoso & Madiistriyatno, 2021). Data was collected by relying on questionnaire methods and instruments distributed to respondents (Nurlan, 2019) with a quota sampling model (Sulistria, 2014), where research subjects are determined according to predetermined characteristics until the quota is met. The data was then analyzed using descriptive statistics with the help of SPSS (Nasution, 2017), (Data et al., 2014), (Data et al., 2014).

Discussion

This research was attended by PGSD students, with disaggregated data of 7.32% (semester 5), 23.17% (semester 1), and 69.51% (semester 3) as shown in the following diagram.

Chart.1. Sort Data by Semester



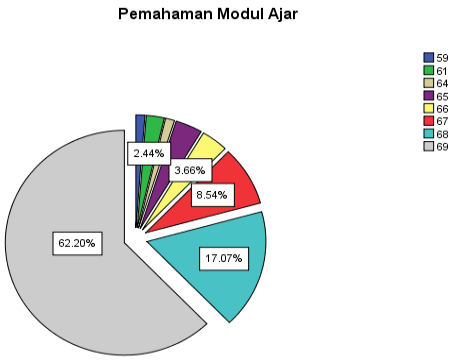


Fig.2. Understanding Elementary School Teaching Modules

Understanding of elementary school teaching modules among PGSD study program students was 62.20% in the high category. However, if you look at the overall average, PGSD students' understanding of elementary school teaching modules is only in the medium category (68.02) as shown in the descriptive table (table 2).

Table 2. Descriptives

Descriptives

			Statistic	Std. Error
Pemahaman Modul Ajar	Mean		68.02	.210
	95% Confidence Interval for Mean	Lower Bound	67.61	
		Upper Bound	68.44	
	5% Trimmed Mean		68.34	
	Median		69.00	
	Variance		3.604	
	Std. Deviation		1.899	
	Minimum		59	
	Maximum		69	
	Range		10	
	Interquartile Range		1	
	Skewness		-2.887	.266
	Kurtosis		9.288	.526

The analysis results from Table 2 are also strengthened by the results of the one-sample analysis as described in Table 3, where the mean understanding of the teaching module for PGSD students is 68.02 (medium).

Table 3. One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pemahaman Modul Ajar	82	68.02	1.899	.210

Next, we will test the hypothesis that has been proposed by reading the significance value in Table 4, a one-sample test.

Tabel.4. One -Sample Test

One-Sample Test

	Test Value = 67					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pemahaman Modul Ajar	4.886	81	.000	1.024	.61	1.44

Based on the 2-tailed significant value (0.000) in the One-Sample Test table, the hypothesis proposed is Ha: The average score for Understanding the Merdeka Curriculum for PGSD students is not the same as 67, so it can be said: sig. (2-tailed) 0.000 < 0.05, which means H0 is rejected. This also means that the average score for Understanding the Independent Curriculum for SD among PGSD students is not the same as 67, namely 68. Thus, the average understanding of the independent curriculum for PGSD students is more than 67, in reality, it is 68.

Teaching students who already have a good/moderate understanding of teaching modules for elementary schools will anticipate students' stuttering when implementing PPL in schools with a new curriculum. Adequate understanding among students shows students' readiness to implement learning in the Independent Curriculum (Purani, N., K. & Putra, I., K., D., A., 2022).

Conclusion

Elementary school teaching modules as part of the Independent Curriculum learning tools at the elementary school level are very important. Based on the results of data analysis, it is known that the level of understanding of PGSD students regarding elementary school teaching modules is

in the medium category. This condition certainly requires further treatment, so that prospective teacher students are ready to go to practical school when carrying out Teacher Training PPL or when they go to school and carry out learning effectively.

Bibliography

Aksara, P. T. B. (2021). *Metodologi penelitian kuantitatif*. Bumi Aksara.

Data, P., Pendidikan, S. P. K., & Indonesia, K. R. (2014). Modul Pembelajaran SPSS (Statistical Package for the Social Sciences). *Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*.

Gunawan, R. (2022). *Modul Pelatihan Pengembangan Bahan Ajar/Modul Pembelajaran*. Feniks Muda Sejahtera.

Harianto, B. T. (2023). Problematika Problematika Guru dalam Implementasi Kurikulum Merdeka. *Khazanah Intelektual*, *7*(1), 1567–1583.

Inayati, U. (2022). Konsep dan Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21 di SD/MI. 2005–2003 ,(8.5.2017)*2* ,הארץ.

Irawan, S., & Mukhlis, M. (2023). Keterampilan Abad 21 dalam Modul Ajar Bahasa Indonesia Kurikulum Merdeka di Sekolah Menengah Kejuruan. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *6*(1), 235–246. https://doi.org/10.30872/diglosia.v6i1.634

Izzah Salsabilla, I., Jannah, E., & Keguruan dan, F. (2023). Analisis Modul Ajar Berbasis Kurikulum Merdeka. *Jurnal Literasi Dan Pembelajaran Indonesia*, *3*(1), 33–41. https://jurnalfkip.samawa-university.ac.id/JLPI/article/view/384

Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Prosiding Pendidikan Dasar Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Mahesa Centre Research*, *1*(1), 80–86. https://doi.org/10.34007/ppd.v1i1.174

Maulinda, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi*, *5*(2), 130–138.

Mulyasa, H. E. (2023). *Implementasi Kurikulum Merdeka*. Bumi Aksara.

Nasution, L. M. (2017). Statistik deskriptif. *Hikmah*, *14*(1), 49–55.

Nurhayati, P., Emilzoli, M., & Fu'adiah, D. (2022). Peningkatan Keterampilan Penyusunan Modul Ajar Dan Modul Proyek Penguatan Profil Pelajar Pancasila Kurikulum Merdeka Pada Guru Madrasah Ibtidaiyah. *JMM (Jurnal Masyarakat Mandiri)*, *6*(5), 1–9. https://doi.org/10.31764/jmm.v6i5.10047

Nurlan, F. (2019). *Metodologi penelitian kuantitatif*. CV. Pilar Nusantara.

Purani, N., K., C., & Putra, I., K., D., A., S. (2022). Analisis Kesiapan Guru dalam Penerapan Kurikulum Merdeka Belajar di SDN 2 Cempaga. *Jurnal Pendidikan Dasar Rare Pustaka*, *4*(2), 8–12.

Santoso, I., & Madiistriyatno, H. (2021). *Metodologi penelitian kuantitatif*. Indigo Media.

Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris Smk Kota Surabaya. *Jurnal Gramaswara*, *2*(2), 49–62. https://doi.org/10.21776/ub.gramaswara.2022.002.02.05

Silvi, M., Puspita, M., & Batusangkar, M. Y. (2023). Deskripsi Tingkat Pemahaman Pembuatan Modul Ajar Kurikulum Merdeka pada Calon Guru MI UIN Mahmud Yunus Batusangkar Description of the Level of Understanding of the Making of Independent Curriculum Teaching Modules by Prospective MI Teachers UIN Mahmud Yun. *Jurnal Riset Madrasah*

…, *3*(2), 186–195. https://journal.unugiri.ac.id/index.php/jurmia/article/view/1857%0Ahttps://journal.unugiri.ac.id/index.php/jurmia/article/download/1857/1166

Sulistria, Y. M. (2014). Tingkat self care pasien rawat jalan diabetes mellitus tipe 2 di puskesmas Kalirungkut Surabaya. *Calyptra*, *2*(2), 1–11.

Triandini, H. R., Darrusyamsu, R., Yogica, R., & Rahmi, Y. L. (2023). Komponen-Komponen Modul Ajar Kurikulum Merdeka (Literatur Review). *Ruang-Ruang Kelas: Jurnal Pendidikan Biologi*, *3*(3), 9–15.

Trisnawati, W. W., & Sari, A. K. (2019). Integrasi keterampilan abad 21 dalam module sociolinguistics: Keterampilan 4c (collaboration, communication, critical thinking, dan creativity). *Jurnal Muara Pendidikan*, *4*(2), 455–466.