

MODULE DEVELOPMENT IN CIVIC EDUCATION COURSES GRADE NINE JUNIOR HIGH SCHOOL

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Abstract

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This research is a development research (R&D) which aims to develop learning media in the form of a printed module in Civic Education for the ninth grade of Junior High School, which consists of module elements, namely teacher guidelines, student activity sheets, worksheets, worksheet keys, test sheets. and lock the test sheet. The results of research and product development prove that the printed learning module for the ninth graders of junior high school is classified as good. This is proven by three stages of trials. Phase one trial by expert lecturers with a percentage of 69.30% with quite good criteria, supervisor II with a percentage of 80.17% with good criteria, supervisor I with a percentage of 78.28% with good criteria. The second stage of the trial is a small-scale trial with 6 teachers as respondents with a percentage of 85.25% good criteria. The last stage of the trial is a large-scale trial with 25 respondents in the ninth grade of junior high school with a percentage result of 88.72% with very good criteria..

Keywords: Development, Modules, Civic Education

1. INTRODUCTION

At this time science and technology is developing so rapidly. These developments require quality human resources to be able to compete and not be left behind. Education plays a very important role in producing quality human beings. Education according to (Inri Novita Dwianti, Rekha Ratri Julianti, Ega Trisna Rahayu, 2021) is a series of learning for students to be able to understand, understand, and make humans more critical in thinking. Improving the quality of education must be carried out gradually and continuously in various components of education, including improving the curriculum and using learning models, as well as teaching materials that are in accordance with the development of learning technology. Of the existing teaching materials and which are often used by educators and students are printed teaching materials in the form of learning modules. According to Jerrold E, Kemp in (Made Wena, 2012) a module is defined as an independent learning package that contains one topic or unit of subject matter and takes several weeks to complete. Furthermore (Rayandra Asyhar, 2012) explains "modules are a form of print-based teaching materials designed for independent learning by learning participants because the module is equipped with independent study instructions". Then (Suryosubroto, 1983) explains the intent and purpose of using modules in the teaching and learning process is "modules are arranged based on the concept of mastery learning, which is a concept that emphasizes that requires students to master the lesson optimally. presented in the module".

So, the conclusion from the explanation above, the learning module is one of the teaching materials that can pay attention to differences in students' abilities and learning speed. As well as supporting students to study independently according to their abilities and learning interests. There are several subjects in education that prioritize independent learning, such as Civic Education. Based on the problems that have been stated above, the formulation of the problem taken by the researcher is how to develop teaching materials in the form of modules on Civic Education in the ninth grade in Junior High



School. The purpose of this research is to develop teaching materials in the form of modules on Civic Education in Grade Nine in Junior High School.

2. METHOD

This study uses development research methods. According to (Alfianika, 2018) Research and Development is a process or steps to develop a new product, or improve an existing product that can be accounted for, the product is not always in the form of objects or hardware such as books, modules and learning aids in class but also can be in the form of software such as computer programs for processing learning data in the classroom, library or laboratory, or models of education, learning, training, guidance, evaluation, management, and others.

This type of research includes development research. Research according to (Nusa, 2011) can be interpreted as "a research method that is deliberate, systematic, aimed / directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / methods, certain superior procedures, new, effective, efficient, productive, and meaningful. The development method of Alessi and Trollip. Research according (Arianti, 2022) is very suitable for the development of citizen subject modules because the phases are composed of detailed components and the product development process has three phases, the planning phase and the design phase. It is thought that it is. And the development stage. Prior to the first stage of creating this product, there is a plan aimed at defining the purpose of the program and the materials to be collected. During this phase, we conducted interviews with teachers and students to identify user characteristics and product needs to be developed, planning stage brought the scope shown in the subject module civic education courses in class IX SMP.

The results of the plan in the first phase follow the design phase and collect relevant resources and sources of support. Then develop material ideas for interactive modules, analyze and develop concepts, select and identify materials, and pour them into flowcharts. As a planning document for creating a subject module civic education courses in class IX SMP. The third stage, the development stage, the development stage, is carried out to integrate all the components of the learning material.

(Syamsunie Carsel, 2018) Development research is a type of research conducted to develop existing knowledge (education). Research is conducted to develop, deepen or expand existing knowledge. The product produced in this study is in the form of printed teaching materials, namely modules in class nine Civic Education. (Alexia J, Enrico J, & Virgo, 2018) Core Curriculum for Civic Engagement through collaborative learning, not only deliberately based on expertise and knowledge, but also encouraging civic commitment. The core curriculum for civic engagement is introduced with the development of three main components namely,

- a. assessment with Global Sustainability Inventory
- b. collaborative learning with the Sustainable Futures Protocol
- c. network with Global Social Sustainability Links

In a study conducted by (Masi & Santi, 2016) stated that in Italy there are regulations that require students between the ages of 3-16 years to obtain citizenship education. The civics curriculum was introduced to help children form morals, opinions, a key component of democratic thinking. This becomes a useful tool to guide teachers in designing education. (Peterson & Bentley, 2016) argues that active citizenship remains dependent on effective teaching and learning processes rather than widespread and institutionalized good practice. Previous extracurricular experience is recommended and important.

The method used is a procedural method with data collection techniques in the form of a questionnaire. In this research, the first step is product validation by Material Experts and Design Experts. The second stage is a small-scale product trial with a research object of 6 respondents consisting of teachers and junior high school staff. The third stage is a large-scale product trial with the object of research as respondents as many as 25 (twenty five) students. Then the data analysis was carried out using the percentage formula.

The results of research and product development prove that the printed learning module for the ninth graders of junior high school is classified as good. This is proven by three stages of trials. The first stage of the trial was conducted by Material Experts with a percentage of 69.30% with good enough criteria, Design Experts with a percentage of 80.17% with good criteria, Media Experts with a percentage of 78.28% with good criteria. The second stage of the trial is a small-scale trial with 6 teachers as respondents with a percentage of 85.25% good criteria. The last stage of the trial is a large-scale trial with 25 respondents in the ninth grade of junior high school with a percentage result of 88.72% with very good criteria. There are several advantages in the module, namely, it is easier to understand so that it helps students in learning Civic Education and Material Mastery, remedial, provides opportunities for students to correct their mistakes or weaknesses, can motivate and cooperate with other friends, provide enrichment.

3. RESULTS AND DISCUSSION

In the activities of daily human life, it is almost never separated from learning activities, both when someone carries out their own activities.

According to (Wayan, 2010) "teaching materials are learning materials consisting of knowledge, attitudes and skills developed based on Graduate Competency Standards (SKL), Competency Standards (SK), and Basic Competencies (KD). According to Walter Dick and Lou Cary in (Made Wena, 2012) Module is defined as a printed learning unit.

Integrated teaching which has a unified theme, provides students with the information needed to master and assess the knowledge and skills that have been determined, and functions as a component of the overall curriculum. Steps for Compiling (Writing) Modules.

A module used in schools is compiled or written by going through the steps, namely Developing a module framework and writing a detailed program. According to (Suryosubroto, 1983) a pocket book called a module consists of the following elements: Teacher's Guide, Student Activity Sheet, Worksheet, Worksheet Key, Test Sheet, and Test Sheet Key).

The module is made because it is to develop existing teaching materials in a subject. To create the author module, the most widely used application is Microsoft Office Word.

According to the researcher's observations, the previous teaching materials used in Civic Education Class Nine in Junior High Schools were only printed books, the teaching materials were presented with explanations that were long enough to make students bored in reading them. Previous research on the development of learning modules was carried out by:

Yuzelmilasnir in 2010, the developer developed an interactive learning module through the Macromedia Dreamweaver 8 program in Information and Communication Technology subjects (Development Research in class VIII SMP Negeri 1 OKU). The product developed and produced is packaging from teaching materials in the form of an interactive module website for Class VIII Information and Communication Technology subjects in semester 1 or odd which is designed using the Macromedia Dreamweaver 8 program. Step. As the initial stage is the analysis process which includes the selection of subjects, the determination of users, and the determination of media. The subject matter is prepared based on the applicable curriculum at the school, namely the Education Unit Level Curriculum (KTSP). After the material is prepared, a design plan and flow will be made for testing. The initial product before being tested consists of several design elements which are described as follows. The data used in the implementation of a priori algorithm are outlined in the following pattern Cover, Preface, Table of Contents, Teacher manual, Student activity sheet, Worksheet, Test sheet, Module key, and Bibliography.

After the researcher finished making the initial product, further product testing or product validation was carried out by expert lecturers, supervisor II, and supervisor I. Validation was carried out by a media expert lecturer at Baturaja University. Data is obtained by providing a questionnaire or validation sheet that includes several aspects, namely: Content Aspects, Presentation Techniques, Media



Completeness, Module Design, and Illustrations. The questionnaire was filled out by a media expert after he read the Civic Education learning media in the form of a module that had been developed. Validation by media experts was carried out on October 1, 2012. Researchers revised the product. Improve the existing images in the material with color adjustments and connect the questions on the student activity sheet with the worksheet. Validation was carried out by the Advisor II lecturer at Baturaja University. Data is obtained by providing a questionnaire or validation sheet that includes several aspects, namely: content aspects, presentation techniques, media completeness, module design, illustrations. The Advisory Lecturer II filled out the questionnaire after he read the Civic Education learning media in the form of a module that had been developed. Validation of Supervisor II was carried out on October 1, 2013.

Advisor I gave his opinion regarding the shortcomings of the module, namely the Worksheets were not in accordance with the Indicators, the material for the test sheets were not varied, the keys did not match the questions, and the letters in the module were too small. as well as recommendations, it is hoped that the sheet is repaired again completely referring to the objectives or indicators, the language must be more communicative and varied, fix the lock on the module, and make the module size bigger. With these recommendations, the researcher revised the product by improving the material and increasing the size of the Civic Education module.

After testing the expert lecturers, supervisor II, and supervisor I, the next trial carried out by the researcher was a small-scale trial. In the process of this small-scale trial, researchers did not get suggestions and criticisms, either in the form of advantages, disadvantages, and recommendations. Therefore, the researcher did not carry out the revision process because the product was considered feasible by the respondents. After the questionnaire was filled out by each respondent, the next step was to carry out the data analysis process. To determine each percentage of each instrument and the average of the entire instrument, the researcher first determined the criteria/ideal score for each instrument item and the ideal score of the entire instrument in accordance with the opinion (Sugiyono, 2010).

Based on the small-scale trial analysis data that has been described, it can be concluded that the product in the form of a Class Nine Civic Education Module in Junior High School has good criteria to be used in the learning process in the classroom to date. The next stage is to conduct large-scale trials. The data obtained from large-scale trials were analyzed by researchers. Similar to small-scale trials, to determine the results of the average of all instrument items, the researcher first determines the criteria/ideal score for each instrument item and the ideal score of the entire instrument. From the results of large-scale trials that have been described, it can be concluded that the product in the form of a printed learning module for class Nine students of Junior High School obtained a total of 28836 with a percentage of 88.72% having "very good" criteria for use in the teaching and learning process in Junior High School. This printed learning module product consists of several elements, namely, teacher guidelines, student activity sheets, worksheets, worksheet keys, test sheets and test sheet keys that are interconnected. This product is more specifically related to students, so students are easier to learn. Data from product trials starting from early stage testing to large-scale field testing. That is :

a. Initial product trial results

The results of the initial product trial were carried out by media expert lecturers. The total score for 5 aspects of assessment by media experts is from module design, content aspects, presentation techniques, media completeness, and illustrations. As a result, the total score given by the media expert lecturer is 2495, which if presented, the value becomes 69.30% of the expected criteria for the product to get a fairly good category. Media experts do not give opinions on the advantages and disadvantages of the product but only provide recommendations. The recommendation is to correct the drawings on the material to match the coloring and connect the activity sheet to the worksheet.

Furthermore, the results of the assessment by the supervisor II to assess the 5 aspects of the assessment. The total value given by the second supervisor is 1443 which if presented the value becomes 80.1% of the expected criteria, and it can be concluded that the product trial by the second supervisor is categorized as good. Advisor II gave his opinion about the advantages of making it

easier for students to understand the material. Advisor II also gave the module shortcomings, namely the text used was too small and the numbering was not yet contrasted. and recommendations are expected to use Paper Types and text fonts that are larger and clearer to read and can unite modules in a unified form. With these recommendations, the researcher revised the product by enlarging the fonts on the Civic module.

On the results of the assessment by the supervisor I, judging from the 5 aspects of the assessment, the result is that the total value given by the supervisor I is 1409 which if presented the value becomes 78.28% of the expected criteria for the product to get a good category. Advisor I gave his opinion regarding the shortcomings of the module, namely the Worksheets were not in accordance with the Indicators, the material for the test sheets were not varied, the keys did not match the questions, and the letters in the module were too small. as well as recommendations, it is hoped that the sheet is repaired again completely referring to the objectives or indicators, the language must be more communicative and varied, fix the lock on the module, and make the module size bigger. With these recommendations, the researcher revised the product by improving the material and increasing the size of the Civic Education module.

From the results of the initial product trial conducted by the media expert, supervisor II, and supervisor I, it can be stated that the printed teaching material product in the form of the Civic Education learning module for class Nine is good.

b. Small-scale trials

Small-scale field trials were conducted on 6 people, namely teachers in East OKU Junior High School. Data collection techniques using a questionnaire instrument. With 5 aspects, namely from module design, content aspects, presentation techniques, media completeness, and illustrations. Respondents did not provide an opinion about the advantages, disadvantages and recommendations. Based on the instrument filled in, it shows that the product is categorized as good with a percentage of 85.16%.

c. A large-scale trial

A large-scale field trial was conducted on 25 people from all grade NINE students of East OKU Middle School. Data collection techniques using a questionnaire instrument. Respondents did not provide an opinion about the advantages, disadvantages and recommendations on the product. Based on the instrument filled in, it shows that the product is categorized as good with a percentage of 88.72%. From the discussion of the results of the initial testing, small-scale field testing and large-scale field testing above, it can be concluded that in general the printed teaching material products in the form of Civic Education learning modules for grade NINE Junior High School can be said to be suitable for use in learning.

There are several advantages in the module, namely, it contains various kinds. starting from the material, the summary to the evaluation, in terms of the layout and appearance of the module it looks interesting, the content of the material in the module is supported by supporting images to better provide understanding to students.

The shortcomings of the Civic module Class Nine in Junior High School, namely in terms of images, image sources are still taken from the internet, the language in the Civic module is not yet communicative, examples of the material still refer to the source material. The final product in this study is a printed learning media module. by using the Microsoft Office Word 2013 application which was used as teaching material for the Nine class of East OKU Middle School which had been validated in three stages. This Civic Education module contains two Competency Standards and four Basic Competencies in one semester. After the revision process, the Civic Education print module for grade Nine Junior High School is ready to use.

4. CONCLUSIONS



The resulting product is a printed teaching material in the form of a Class Nine Civic Education Learning Module designed in accordance with the syllabus in the Junior High School where the research was conducted. Based on the results of research and discussion on the development of module teaching materials in the Civic Education subject for Class Nine in Junior High School, the researcher can conclude that at the design validation stage where from media experts with a value of 69.30%, from supervisor II 80.17%, and supervisor I 78.28%.

The results of the second phase of the trial are small-scale trials with the results of the analysis that is 85.25% which belongs to good criteria. Furthermore, the results of the third stage of the trial are large-scale trials with the results of the analysis that is 88.72% which belongs to the very good criteria.

After the researcher completed the research activity on the printed module in the Civic Education subject for Class NINE in Junior High School, the suggestions put forward by the researcher were as follows :

- a. Teachers, this Civic Module can be used and developed in a learning process that involves students actively and it is hoped that teachers will be more creative in teaching.
- b. Students, this Civic Module can make students more active in learning.
- c. Further research, this product has weaknesses in terms of time, funds and printing. In terms of time on the manufacture of the module takes a long time. It also requires sufficient funds to make it and requires a good printer to print it, so that it does not affect the results of what is printed and should pay attention to the software used in making the product, for the sake of smooth production of the product.

Junior high schools should take advantage of learning with modules, because educators can pay attention to differences in students' abilities and speed in learning. There needs to be attention and follow-up from the school to use the Civic module as one of the teaching materials.

Thus, it can be concluded that the development of printed module teaching materials for grade VII junior high school students is good and feasible to be used in the teaching and learning process in schools. However, the product that the researcher developed has proven shortcomings from several recommendations during product testing, including color improvement, writing improvement, worksheet improvement and product adjustment with theoretical studies.

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