

Development of Social Science Education Teaching Modules for Character Building by Strengthening the Pancasila Student Profile

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ABSTRACT

The purpose of this study is to 1) analyze the characteristics of social studies teaching modules for grade v students 25 Sawang Elementary School; and 2) test the validity of social studies teaching modules for grade V Elementary School 25 Sawang. This type of research is research and development (R&D) research with a level of development at the second level, namely existing products, and then tested for validity. The results of the validation of the teaching module for red and white work were declared valid because the value was > 3.20 The Intercultural Communicative Competence (ICC) obtained was very high, namely 0.0886 from the analysis of the average agreement between raters, while one rater it was 0.375 while the results of individual and small group trials were seen from the responses of teachers and fifth-grade students.

Keywords: Teaching Module, Social Studies, Pancasila, Elementary School.



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INTRODUCTION

National education aims, among others, to develop the potential of students to become human beings with noble character, faithful, capable, creative, independent, and responsible (Ismail, 2016). In line with the independent curriculum, the emphasis on character building is realized in the project of strengthening the Pancasila student profile. This Pancasila learner profile consists of several Pancasila Learner Profiles which are character values that include: faith, devotion to god, global citizenship, gotong royong, independence, and creativity (Huda et al., 2023). The Pancasila learner profile is not only implemented in certain subjects but is integrated in all teaching content The independent curriculum gives students the freedom to choose lessons according to their interests. To achieve the expectations of the independent curriculum with the Pancasila learner profile. teachers must innovate in developing learning to increase understanding of learning. Innovation can be done by teachers by creating learning resources or teaching materials that can shape students' character and knowledge development.

In the independent curriculum, learning modules are the body of the independent curriculum which is a substitute for lesson plans. The independent curriculum teaching module is a substitute for lesson plans which are formatted and varied in nature and include learning material/content, learning methods, interpretation, and evaluation techniques which are arranged systematically and stunningly to achieve the expected success indicators. Teachers develop learning modules before conducting learning in the classroom. One of the functions of learning modules is to reduce the burden of teachers in

presenting content so that teachers can have more time to tutor and assist students in the learning process.

The learning module is the implementation of the flow of learning objectives developed from the learning outcomes with the strengthening of the Pancasila Student Profile which includes faith, devotion to God, global citizenship, Gotong Royong, independence, and creativity. In the independent curriculum, character values must be instilled in students so that students actively develop their potential to have religious spiritual strength, personality and noble character based on the pre-survey of the author at 25 Sawang Elementary School, class V, it was found that the teacher in carrying out the learning process had not created or used teaching materials with the strengthening of the Pancasila student profile, the teacher only used the textbooks. Based on a pre-survey conducted by the author at Elementary School 25 Sawang class V, information was obtained that the teacher in carrying out the learning process had not created or used teaching materials with the strengthening of the Pancasila student profile, the teacher only used only informative textbooks, so that learning was without meaning. Furthermore, the teaching module used is only a compulsory module from the Ministry of National Education. Based on the above, the author is interested in developing a Social Science teaching module for grade V. The module to be developed is a teaching module with the theme "Karya Untuk Merah Putih" This module is a module by the Ministry of Education in 2023. With the development of the learning module on the theme of work for red and white, it is hoped that it can improve student understanding and character building by strengthening the Pancasila student profile. The module is a set of learning used by students for self-study that is learned gradually and arranged systematically equipped with task evaluations and other supporting materials so that it can help the self-study process (Sukardi, 2018). There are two kinds of modules, namely printed modules and digital modules (E-Modules) (Suryani et al., 2020).

This teaching module is also very important to use in learning social studies, especially in class V elementary school social studies, the learning module is made with an attractive design so that it can encourage students to learn independently (Sirate & Ramadhana, 2017). The module is also designed to increase creativity and encourage students to connect material with real-world experiences (Prastyaningrum & Imansari, 2016). Social studies is learning that examines human relationships with humans and community interactions and the environment, social studies as an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law, and culture. Social studies are formulated based on social realities and phenomena that embody an interdisciplinary approach from aspects and branches of social science (History, Geography, Economics, Politics, Law, and Culture (Bahri et al., 2018). Social studies learning school is integrated or integrated learning from various clumps or disciplines of social sciences and humanities and focuses on student skills to become good citizens and be able to find solutions to problems and environmental problems (Afandi, 2013).

METHODS

This research is an R&D the development carried out is the development of the second level, namely the existing product is tested for validity or feasibility in this case there is a

product created by the Ministry of Education in 2017 in the form of a Module with a word puzzle for red and white. The development step used is the development proposed by Sugiyono (2015) which consists of several steps, namely 1) determining a specific product; 2) needs analysis; and 3) trial, followed by the second and third trials which are individual trials and small group tests. Data analysis was carried out descriptively qualitative and quantitative. The module validity test step uses the opinion of experts (judgment experts). The validators/experts were asked for their opinions about the model and the products developed. The validation developed includes construct validity and content validity. Data analysis was carried out with descriptive quantitative and qualitative analysis after the data was declared valid, and the ICC level was analyzed using SPSS Version 27. The validation test is adjusted to the background, expertise, and object of research more details can be seen in Table 1 below.

Table 1. Names of validator and areas of expertise

No	Nama Validator	Bidang keahlian
1	Dr, Silvia Listia Dewi MPd	Ahli Bahasa
2	Dr. Hariki Fitrah MPd	Ahli Materi
3	Iskandandar Zulkarnaini Bsc.S, Kom,M.Kom	Ahli Teknologi

RESULT AND DISCUSSIONS

3.1 Results

Based on the results of research conducted at 25 Sawang Elementary School as follows.

A. Preliminary analysis

Preliminary analysis conducted at 25 Sawang Elementary School includes problem analysis, student analysis curriculum analysis, and material analysis conducted by observation interviews and documentation obtained the following findings.

Problem Analysis

The results of the analysis obtained an overview that the teacher only uses informative textbook learning resources and student worksheets that are freely traded by publishers so that learning is not able to arouse the thinking process of students learning only emphasizes the cognitive process alone and ignores the formation of attitudes and character values. Students learn only as listeners the teacher becomes the center of learning and the only information center, when this is confirmed to the class teacher, the teacher confirms that the learning resources used are indeed informative textbooks and student worksheets that are used after students hear the teacher's lecture and now they reveal that learning has been supported by teaching modules issued by the Ministry of National Education with an emphasis on the independent curriculum. Product analysis is carried out by analyzing the various learning resources used. This is done to find out the various learning resources used such as textbooks, learner worksheets, and student worksheets or in other forms. From the results of product analysis, it was found that it is necessary to innovate learning

resources by the demands of the independent curriculum whose emphasis is on character building not only cognitive.

Curriculum analysis and material concept

Analysis of the curriculum applied in Elementary School 25 Sawang obtained from interviews with principals and teachers obtained information that teachers are very confused in teaching because the demands of the curriculum are so dense and teachers must try to adjust to the time provided and coupled with the administration that must be completed by teachers for certification and other administration so that teachers do not focus on teaching and often even leave students to learn on their own by recording material in the sourcebook. For this reason, it is necessary to provide independent learning resources to assist students in learning, especially the demands of the current independent curriculum. The results of the curriculum analysis at 25 Sawang Elementary School are used as a reference for compiling material in making modules or other learning resources. In this development research, the module to be developed is a module that has been created by the Ministry of National Education.

Analysis of student characteristics

Analysis of student characteristics is carried out as a consideration in compiling learning resources (teaching modules) student characteristics are seen from student learning styles, student competencies, student interests, and student learning motivation. After analyzing the needs, the next step is to test the feasibility of the product, in this case, the teaching module of work for red and white issued by the Ministry of Education and Culture in 2017. Cover design and module product material to be validated (Fig 1).

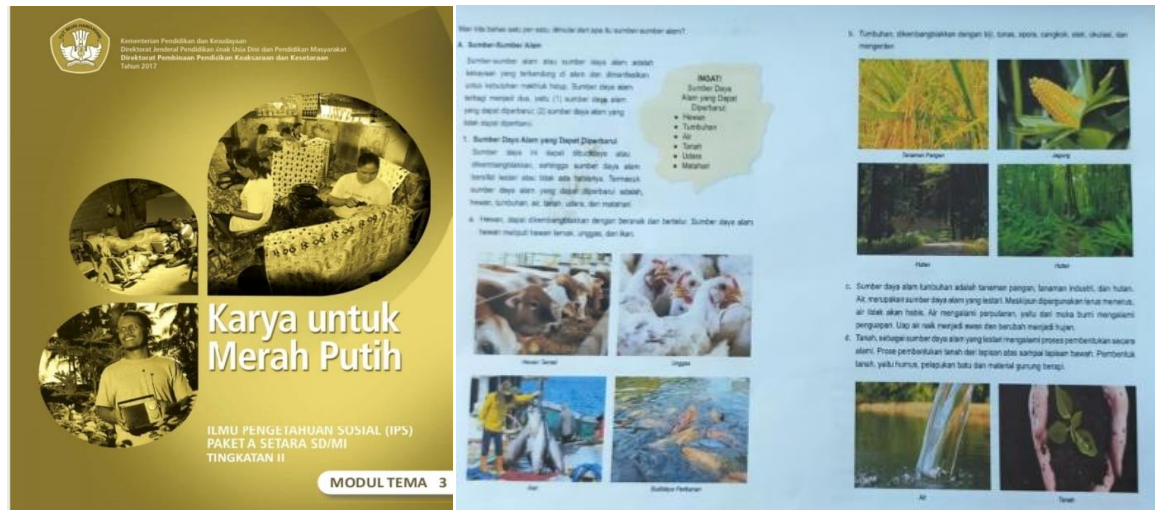


Figure 1. a) Module cover, and b) Module Material Display

B. Validation

Based on validation carried out by experts consisting of material experts, language experts, design experts with aspects assessed including supporting theory, syntax objectives, reaction principles, social systems and support systems, accompanying effects, organization, model format and language used. from the results of the validation of the

teaching module for red and white work declared valid because the value is > 3.20 The ICC obtained is very high, namely 0.0886 from the analysis of the average agreement between raters, while for one rater 0.375.

Tabel 1. Intraclass correlation coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,375 ^a	,126	,859	32,256	4	176	,000
Average Measures	,8,87	652	,996	32,256	4	176	,000

Source : SPSS Processing Results, 2023.

After validation, trials were carried out based on the results of individual trials (two one) and small group trials which aimed to find out whether the products used were easy to use, easy to understand, and well implemented. This small group trial/discussion aims to ask for feedback on teachers and student groups (teacher and student assessment response instruments regarding small group trials/discussions on teachers and several students/student groups. The results of the teacher and student responses to the application of the model and the use of the teaching module of works for red and white are very good and do not get too many revisions. Revisions to the product tend to be on the addition of questions and the use of language or writing format. Likewise, student responses.

3.2 Discussions

Preliminary Research

From the results of preliminary research, some information is obtained that can be used as the basis for developing teaching materials in the form of teaching modules. The results of research obtained through direct interview information on teachers and students, peers and position holders or policymakers in the field of education as well as a literature review of various learning resources related to the learning process students tend to be passive and only be a listener in the learning process and regarding learning resource materials only use textbooks that are informative cognitively alone without any contained values of character building. Furthermore, in the textbook almost all students do not have their books, only depending on the books loaned by the school.

Besides that, also on student characteristics related to student characteristics are the general ability of students about the material, and solve problems of the level of difficulty of the test, the form of the test, how to learn, activities, language, and writing that is easy to understand. From the description of the data obtained, Elementary School 25 Sawang requires innovative learning resources and can increase thinking power, critical reasoning, and learning resources that can carry out the formation of student character values by the character values embodied in the profile of strengthening Pancasila students.

Product validation

Based on the results of product validation/teaching modules with the theme of red and white work through several aspects of assessment which include supporting theory, the purpose of the syntax of the reaction system, the accompanying impact, the organization of

the language module format used by the assessment of 3 experts or experts consisting of material experts linguists design experts as a whole declared valid and feasible for use as a learning resource and learning by using this module can shape the character of students, especially on the character of independence and honesty character although there are various improvements but not so significant. Improvements to some of the components, namely in terms of typing language and coloring, the improvements will be given to medinas as input for the improvement and perfection of the module. with the provision of input and criticism so that the module product is well conceptualized and the consistency of the product is maintained in this case the teaching module with the theme of work for red and white. And hopefully, the module made for the next use can be further refined. By using the teaching module for red and white work, it is hoped that a classroom situation is created that encourages students to learn independently, honestly, and creatively, and learning is more meaningful. Thus learning by using teaching modules is expected to improve student learning outcomes in line with research conducted by Nilasari et al (2016) that the use of teaching modules in fifth-grade elementary schools has a significant effect on student learning outcomes the use of this module is carried out with a learning model using a contextual model.

CONCLUSIONS

This research is a study of the development of fifth-grade social science education teaching modules (Social Science) in character building by strengthening the profile of Pancasila students who are feasible or valid from the results of research and discussion can be concluded as follows: 1) The preliminary study found that the learning process requires learning resources in the form of modules that can encourage students to learn independently; 2) Based on the validity test of the social studies teaching module works for red and white by going through several aspects of the assessment which includes the supporting theory, the purpose of the syntax of the reaction system, the accompanying impact, the organization of the module format, the language used, the assessment of three experts consisting of material experts, linguists, and design experts as a whole is declared valid, thus the social studies module works for red and white is suitable for use. This small group trial/discussion aims to ask for responses from teachers and student groups (teacher and student assessment response instruments regarding the use of social studies teaching modules with the theme of Work for red and white; and 3) Based on the results of the pilot test, the results of teacher and student responses to the application of the model and the use of the teaching module for this red-and-white work are very good.

Advice: Social studies learning module with the theme of Work for red and white developed with stage two development level, namely testing the validity of existing products so that they can be applied by teachers because this social studies teaching module has been proven valid, and used in the learning process. And able to students actively learn independently and help the formation of student character by the value of character values in the project strengthening the student profile of Pancasila.

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