

ANALYSIS OF TEACHER RESULTS ON THE USE OF THE PANCASILA CHARACTER ELECTRONIC MODULE FOR EVEN SEMESTER XI CLASS CIVICS EDUCATION LEARNING

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Abstract

In the current pandemic situation, all activities are limited. This limitation occurs in all aspects of life, including in the field of education. Based on the results of observations and interviews with PPKN teachers, there are 20 teachers consisting of 8 schools at the SMA/SMK/MA level. These schools include SMAN 1 Srengat, SMAN 3 Blitar City, Muhammadiyah High School Blitar City, SMAN 1 Sutojayan, SMAN 1 Kademanangan, MAN 2 Blitar, Islamic Vocational School 1 Blitar City and Kanigoro Islamic Vocational School. effectively used in distance learning systems. This is due to several factors such as: (1) the form of textbooks and LKS are still in print, while distance learning requires digital-based teaching materials sources, (2) the discussion of material in textbooks and LKS is not in-depth, (3) in LKS and textbooks there are no structured activities in each meeting. The purpose of this study was to find out the response of PPKN class XI teachers to the use of the Ayo Ber character Pancasila electronic module. The research method used is descriptive qualitative by using teacher response questionnaires and interview instruments to explore more in-depth information on the use of modules during product trials. Based on the teacher response test phase, an average percentage of 95% of the XI grade Civics teachers gave a positive response to the developed product.

Keywords: *teacher response, electronic modules, learning PPKN*

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1. INTRODUCTION

Civics is a compulsory subject for every student which aims to create a sense of nationalism, patriotism and shape attitudes and morals. Based on the results of interviews with PPKn teachers for class XI at the SMA/SMK/MA level which includes SMAN 1 Srengat, SMAN 3 Blitar City, Muhammadiyah High School Blitar City, SMAN 1 Sutojayan, SMAN 1 Kademanangan, MAN 2 Blitar, Islamic Vocational School 1 Blitar City and SMK Islam Kanigoro obtained information that the sources of teaching materials that teachers use are still lacking. Teachers at the time of learning only use worksheets and textbooks. The discussion that students will receive is still not in-depth if the teacher only uses worksheets and textbooks, plus the COVID-19 pandemic situation with the implementation of the distance learning system. The use of worksheets and textbooks in distance learning is less relevant. This is less relevant because the form of LKS and textbooks are still in print, while in the distance learning system, electronic-based teaching materials are needed.

Based on the problems above, the researcher wants to develop a teaching material product in the form of an electronic module with the title let's work on Pancasila. Modules are learning tools that can be used independently that are designed systematically with the aim of making it easier for students to learn. According to Sudjana and Riva'i (20003: 56-58) teaching materials serve as a guide for teachers and students in learning, besides that as a tool for teachers in the process of evaluating learning outcomes. According to Daryanto (2013: 16-24) module preparation is carried out in six stages, namely module requirements analysis, module design, implementation, assessment, evaluation and validation, quality assurance.

Making the module needs to pay attention to its constituent components so that the learning stages in the module can be implemented easily and purposefully. The module components according to Nana Sujana (1992:98)

- (1) Student activity sheet, contains lessons that students must master. The material is arranged according to the instructional objectives to be achieved. Preparation step by step that will facilitate students in learning.
- (2) Worksheets, activity sheets containing questions or problems that students must solve.
- (3) Lock the student worksheet, its function is to correct or evaluate the results of student work.
- (4) Question sheets, the contents of which are useful to see the level of success of students in studying the material presented.

(5) The answer key for the question sheet is a correction tool for the assessment carried out by each student.

This research and development aims to determine the response of 11th grade PPKn teachers consisting of teachers at the SMA/SMK/MA level to the developed electronic module product. This research and development uses four relevant studies. Khusni Syauqi's research (2012) with the title of developing manual arc welding interactive learning media at SMK Negeri 1 Sedayu, the results show that interactive modules are feasible to use for learning. The difference lies in the module developed by Khusni Syauqi only discusses one subject, while the module developed by the researcher discusses three topics and analysis of needs problems belonging to Khusni Syauqi only in 1 school, while the analysis of the needs of the researcher extends to 8 schools.

Research by Wibowo, Edi & Dinda Dona (2018), entitled the development of teaching materials using the kvisoft flip book maker application of set material, the results show that electronic module teaching materials are suitable for use in learning set material. The difference lies in the content of the previous research material only discussing one subject, while the research material is three materials, previous research products were developed using the kvisoft flip book maker application, while in the current study using the html flip book maker application.

Ula Rahmatul Iin & Fadila Abi's research (2018) with the title E-Module development based on learning content development system on the subject of junior high school number patterns, the results of this study were modules made using LCDS software equipped with illustrations, sample questions, videos and appropriate competency tests. used in learning junior high school number patterns. The difference between previous research and research developed by researchers lies in the software used.

The research of Sri Maiyena, et al (2020) with the title of developing a constructivism-based physics electronic module for class X, the results of the electronic module research are suitable for use in temperature and color learning. The difference between the module developed by the researcher and the previous research is that the material discussed in the previous study only contained one subject, while the one developed by the researcher contained three subjects.

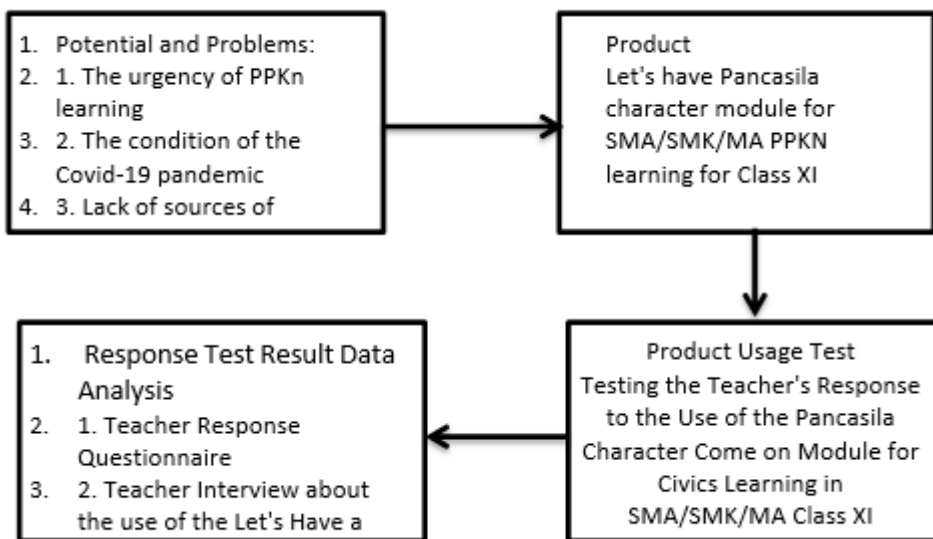
Afriska Yurniawati's research (2021) developed an electronic module on Pancasila and Citizenship Education for SMA/SMK/MA PPKN Learning for class XI, with decent results for civics learning in SMA/SMK/MA. This module has not yet gone through the product usage test

stage. So there is a need for further research to measure the response to the use of the Civics Education module entitled Ayo Berchar Pancasila for learning

2. METHODS

2.1 Research Design

The research approach used by the researcher is a descriptive approach. By using a descriptive approach, the information obtained based on the facts presented by the teacher in the form of problems, obstacles to learning activities, and infrastructure can be identified by interview instruments. The research design used by the researcher is research and development developed by Sugiyono, but is limited to small product trials because the products developed are not published en masse.



Schema 3.1 Research Procedure

2.2 Research Subject

In this study, the research subjects focused on PPKn teachers in class XI which consisted of 8 schools including SMAN 1 Srengat, SMAN 3 Blitar City, Muhammadiyah High School Blitar City, SMAN 1 Sutojayan, SMAN 1 Kademangan, MAN 2 Blitar, Islamic Vocational High School 1 Blitar City. and Kanigoro Islamic Vocational School, which has 20 teachers.

2.3 Data Collection Techniques

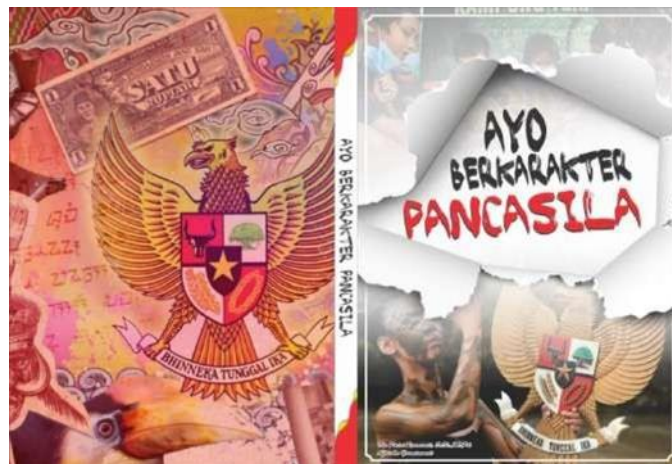
The process of collecting data in this study used a selected sampling technique. In the process of extracting data using a teacher response questionnaire sheet and reinforced with an interview instrument to the teacher which aims to dig deeper information on the use of the Pancasila-characterized Ayo module product during product trials.

2.4 Data Analysis Techniques

This study uses a descriptive approach to explain the teacher's response to the use of the Ayo Berkerakter Pancasila electronic module. The data analysis technique used is teacher response analysis and interview analysis which aims to obtain more detailed information on the products that have been used.

3. RESULTS AND DISCUSSION

The following are the results of the development of electronic module teaching materials with Pancasila character used for Civics learning for class XI SMA/SMK/MA.



Picture 1 Cover Design

Pertemuan :	Waktu
Pertemuan 5 dan 6 : Ancaman Terhadap Integrasi Nasional	2 X 80 Menit
Pertemuan 8 : Strategi Dalam Mengatasi Berbagai Ancaman	80 Menit

Picture 2 Meeting in every Material

Lembar Rujukan Materi Pertemuan 10
<p>1. PENGERTIAN PERSATUAN DAN KESATUAN BANGSA</p> <p>Persatuan dan kesatuan bangsa ialah sebuah keadaan suatu bangsa yang utuh, bangsa yang tidak terpecah belah yang didorong berdasarkan keinginan untuk mencapai kehidupan yang bebas di dalam negara yang merdeka dan berdaulat. Sikap persatuan dan kesatuan bangsa Indonesia sudah ada sejak dahulu, dimana bangsa Indonesia berjuang secara bersama-sama dengan mempunyai semangat untuk mengusir penjajah dan memproklamasikan kemerdekaan. Sikap persatuan dan kesatuan bangsa ini juga tercermin dari keberagaman yang ada di Indonesia. Meskipun kita mempunyai banyak keragaman dan perbedaan, masyarakat Indonesia tetap menjunjung tinggi sikap persatuan dan kesatuan diatas perbedaan yang ada. Dari adanya makna persatuan dan kesatuan bangsa munculah semboyan “bersatu kita teguh bercerai kita runtuh”.</p>

Picture 3 material refference sheet

Lembar Kerja 1 : Diskusi Kelompok Kecil
Nama Kelompok :
Nama Anggota : 1.....
 2.....
 3.....
 4.....

Hasil Diskusi Kelompok Kecil

1. Menurut pendapat Saudara bagaimanakah konsep NKRI menurut UUD 1945?
2. Pada masa pemerintahan Soeharto Indonesia menganut sistem sentralisasi. Jelaskan kelebihan dan kelemahan sistem sentralisasi ini !

Picture 4 Worksheet

In the initial stage, a trial was carried out with 11 teachers to measure the teacher's response to PPKN learning in SMA/SMK/MA Class XI. The following table shows the results of the teacher's response to the use of the product.

Tabel 2 Teacher Response

Respondent	Total Score	Reason,Critics,and Suggestions
1	8	a. a. Children are motivated to learn to use the KDP electronic module because there are different activities in each meeting. b. Learning using the KDP electronic module is suitable for use in distance learning activities.
2	8	a. a. The use of PPKn electronic module teaching materials makes students motivated in learning because the module is very simple. b. Learning using the KDP electronic module is suitable for distance learning as long as the network (signal, quota) supports it well

3	6	<p>a. The use of the PPKn electronic module makes students motivated in learning because students find it easy to understand the material so that students feel compelled to be enthusiastic about learning.</p> <p>b. The use of the PPKn electronic module is suitable for distance learning because the module is packaged in an online form so that without having to print the module, it can be studied.</p>
4	8	<p>a. The use of electronic module teaching materials makes students motivated in learning because it is very helpful in learning.</p> <p>b. Learning using the KDP electronic module is suitable for distance learning because students and teachers are not required to bring books.</p>
5	8	<p>a. The use of the PPKn electronic module makes students motivated to learn because of the innovations that students get after using this module in learning.</p> <p>b. Learning using the PPKn electronic module is suitable for distance learning because students will try to learn to understand and understand the content of the material in the module.</p>
6	8	<p>a. The use of the PPKn electronic module can make students motivated in learning because they get material from trusted sources.</p> <p>b. Learning using the PPKn electronic module is suitable for distance learning because students get material from a trusted source, so it can be used as a reference for studying.</p>
7	8	<p>a. . The use of the electronic PPKn module makes students motivated in learning because of the diversity of learning activities contained in one module.</p> <p>b. b. Learning using the PPKn electronic module is suitable for distance learning because it is in the form of a file and makes it easier for students to obtain reference material according to the books used by the school.</p>
8	8	<p>a. The use of the PPKn electronic module makes students motivated in learning because students simply open the given file without having to buy a book.</p> <p>b. b. Learning using the PPKn electronic module is suitable for distance learning as long as the quota and student signals support it.</p>

9	6	<p>a. . The use of the PPKn electronic module makes students motivated to learn because there are various learning activities.</p> <p>b. Learning using the PPKn electronic module is suitable for distance learning because of the ease of access to technology and the form of teaching materials in the form of files</p>
10	8	<p>a. The use of the PPKn electronic module can motivate students in learning because the material contained can help teachers deliver the material.</p> <p>b. Learning with the PPkn electronic module is suitable for distance learning because it makes it easier for teachers to deliver materials and assignments.</p>
11	8	<p>a. The use of the KDP electronic module makes students motivated to learn because there are many different learning activities in the module.</p> <p>b. b. Learning using the KDP electronic module is suitable for distance learning because it can help students understand more concise material.</p>

Based on the table above, a score of 84 is obtained from the maximum total score of 88. Based on this value, a percentage of 95% is obtained, which means that the 11th grade PPKn teachers from 8 schools gave a positive response to the use of the Ayo Ber character Pancasila module. In this trial phase, in addition to using a teacher response questionnaire, the researchers also used interview guidelines to obtain more in-depth information on the use of the product. It aims to dig up data related to the conveniences and obstacles that arise while using the Ayo Ber Character Pancasila Module in learning.

Based on the results of the interview, it is known that the learning steps taken by the teacher begin with studying the module material and videos before learning. Furthermore, the teacher also prepares the lesson plans by modifying the lesson plans that have been provided in the module. This is because the available lesson plans cannot be implemented because of the limited learning facilities available in each school that are not evenly distributed. Furthermore, in the learning process, the teacher sends the module file accompanied by learning instructions according to the material to students which includes independent activities and designing group activities. During class hours the teacher will ask students to read the material and understand its contents and ask students to listen and understand the teacher's explanation, and listen to the

learning video played by the teacher then proceed with doing group assignments and independent assignments according to the instructions for each activity contained in the module and discussion session, and the last is closing activities by making learning conclusions and greetings.

The student's learning process uses this module by downloading the Ayo Ber Character Pancasila module file. Furthermore, students can read the material first. When in reading students find things that are difficult and cannot understand, then they can ask the teacher either to the teacher during the learning process or through the whatsapp group. After the question and answer session has been successfully carried out, the next step is to do the task. For this task, some are carried out individually or in groups, this is adjusted to the learning activities taken and the learning model carried out by the teacher. After completing the task, the last learning activity is making learning conclusions.

The convenience that teachers and students get when using this module is the first module in the form of a file with a small size of 5 MB which students or teachers can get with one download in a pdf file format. This electronic module file can be opened on a cellphone, laptop or computer. This module file must be owned by every student who will take part in the lesson. For companion videos, if there are students who object to downloading because they require a large quota, the teacher can work around this with the teacher downloading the video, then showing the video during learning, or for students to watch and study the contents of the video independently at another time.

The second convenience is that students and teachers get learning reference sources from trusted sources, meaning that the materials and activities created in the electronic module have gone through a validation process carried out to experts and show the results that the module is suitable for use for learning and has gone through the product readability test stage. so that electronic module products can be easily read. The third convenience is that short material makes it easier for teachers to convey material to students, as well as the existence of varied learning activities that can foster student motivation to learn.

Based on the product trial stage, the obstacles encountered by the teacher include a poor signal network for students such as interrupted signals and blackouts that make it difficult for students to download modules, limited time in the online learning system which is about 50 minutes which makes the learning process with modules electronics are not optimal, there are boarding school students who are not allowed to bring cellphones and laptops which make children unable to access the material, and the number of pages makes students and teachers confused which makes them forget the materials and assignments that must be done.

4. CONCLUSION

The electronic module's teaching materials, Come with Pancasila Character, are suitable for use in class XI Civics learning at the SMA/SMK/MA level. Based on the product trial phase which was carried out with the teacher's response test, it was obtained an average percentage of 95% of the fathers and mothers of PPKn class XI teachers, totaling 11 teachers from 8 schools gave a positive response to the product developed. So that the Ayo Ber Character Pancasila module can make it easier for teachers in the teaching process and make it easier for students to learn independently online with guidance from the teacher.

5. SUGGESTION .

The suggestion from this researcher for students is that the teaching materials of this module can be used for PPKn learning. The researcher's suggestion for teachers is that teachers can use this module as a reference to provide more in-depth information to students during the Civics learning process. The researcher's suggestion for further research is that this research can be used as a reference so that further research can be better and can develop and utilize other applications to make teaching materials.

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