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Research Article

Development of Independent Curriculum Printable Modules Pancasila Education Subject Class V SD Nurul Islam Cileungsi

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Abstract:

This study aims to develop learning media in the form of printed modules for the Merdeka Curriculum in the fifth grade Pancasila Education subject at SD Nurul Islam, Bogor Regency. This research uses a combination of the Borg and Gall development model with Rowntree which results in a development model with the following steps; preliminary study, planning, writing preparation, initial draft development, initial trial, revision of trial results, main product field test, product revision, wide-scale field trial, final product revision and module dissemination and implementation. The feasibility test uses the validation of material experts, media experts and instructional design experts and considers the results of the user test of students and teachers. The material experts' feasibility test yielded results of 91%, the media design experts' 90%, the instructional design experts' 87%, the student users' 94%, and the instructor users' 94%. received the designation of "extremely feasible" overall. These findings suggest that using printed modules to enhance the learning outcomes of fifth-grade Pancasila Education pupils at Nurul Islam Elementary School is rather practical. According to the study of the pretest and posttest findings, students' average pretest score was 55, their average posttest score was 91, and their highest average score was 100. The effectiveness test yielded a value of 0.8 in the high category, or percented to 80, based on the N-Gain score formula findings. A conversion level of > 76 indicates that the N-Gain score attainment level is considered effective. Therefore, using the Merdeka curriculum print module helps students in class V at Nuurl Islam Elementary School achieve better learning results in Pancasila Education courses. Based on these findings, it can be concluded that the development of the Merdeka curriculum print module in Pancasila Education subjects in grade V SD Nurul Islam is feasible and effective to use.

Keywords: Independent Curriculum, Pancasila Education, Printed Modules

1. INTRODUCTION

The Ministry of Education, Culture, Research, and Technology is tasked with overseeing human resource development via the collective efforts of the country's youth in order to enhance the standard of education and progress culture, as stated in the 2020–2024 Strategic Plan (Rensa). Formulation of policies and development in the field of education by prioritizing innovation to achieve progress and independence (Mariani et al., 2024). Establishing Pancasila Students is the Ministry of Education, Culture, and Research's commitment, as per its jurisdiction (Baroroh et al., 2023).

In terms of global competency and behavior in line with Pancasila values, Pancasila students represent Indonesian students as lifelong learners who possess faith, a strong devotion to God Almighty and moral character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Nurhuda et al., 2023).

Under some circumstances, the curriculum's implementation in education units must take the attainment of student competences into consideration (Alnahdi et al., 2024). One of the unique circumstances that results in various learning losses in the attainment of students' skills is the Covid-19 epidemic (Shimawua & Ternenge, 2024; Storey & Zhang, 2024). When implementing the curriculum in education units, teachers should choose a curriculum that best meets the requirements of their students. They should also consider how learning recovery will affect the students' accomplishment of the competencies in those units. Thus, educational institutions have choices when it comes to putting together a curriculum that meets students' learning requirements. The Ministry of Education, Culture, and Research has simplified the 2013 Curriculum, which is the Emergency Curriculum; the other two curriculum alternatives are the Merdeka Curriculum and the 2013 Curriculum.

In order to achieve the goals of national education—namely, to develop students' potential to become human beings who are obedient and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and to become democratic and responsible citizens—education is essential. The development of society, nation, and state must be based on Pancasila (Widianingsih & Suklani, 2024).

In order to produce intelligent and moral people, Pancasila education incorporates Pancasila character qualities that are formed in the lives of community, country, and state. Pancasila education encompasses the following elements: Pancasila, Unity in Diversity, the Unitary State of the Republic of Indonesia, and the 1945 Constitution of the Republic of Indonesia.

Based on the results of preliminary research at SD Nurul Islam, Cileungsi District, Bogor Regency, the author found that the average value of the End of Semester Assessment of Pancasila Education for the last 4 semesters was found as follows; (1). The value of the End of Semester Assessment 1 in the 2021/2022 academic year is 13 students or 46.43% of 28 students who reached the KKM. With a KKM value set by the school of 80. The class average score is 78.79. (2). The value of the End of Semester 2 Assessment in the 2021/2022 academic year there were 14 students or 50% of the 28 students who reached the KKM. With a KKM value set by the school of 80. The class average score is 79.57. (3). The value of the End of Semester 1 Assessment in the 2022/2023 academic year there were 12 students or 42.86% of 25 students who reached the KKM. With a KKM value set by the school of 75. The class average score is 76.81. (4). The value of the End of Semester 2 Assessment in the 2022/2023 academic year there were 8 students or 28.57% of 25 students who reached the KKM. With a KKM value set by the school of 75. The class average score is 76.88. The results of these scores can be seen from the following diagram:
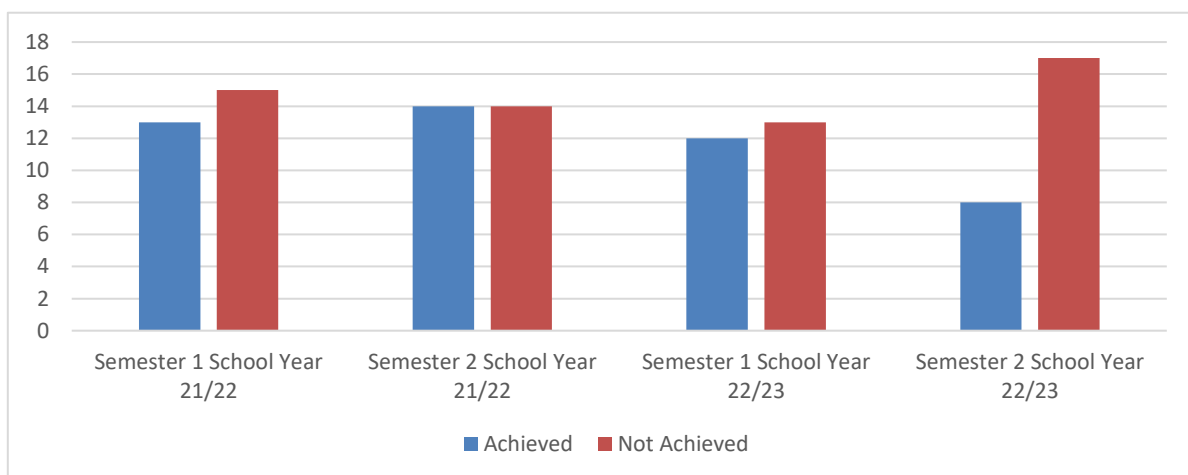

Figure 1. Average Grade V Civics End-of-Semester Assessment Score

From the description above, it can be concluded that there has been a decrease in the value of Pancasila Education for the last 2 years. In addition to documenting the value of the end-of-semester assessment of Pancasila Education class V, researchers also made observations.

The results of observations obtained information about the conditions of Pancasila education lessons as follows; (1). Educators have not compiled a flow of learning objectives that refer to the learning outcomes of the Merdeka curriculum, (2). Educators have not developed learning media in the form of modules, (3). Educators have not been able to measure the competencies and characters that are learning objectives, (4). There is no module / book for Pancasila Education subjects, the learning process uses Student Worksheets (LKS), (5). Pancasila education learning outcomes have not yet reached the criteria for learning goal completeness, and (6). The learning process is still teacher centered not centered on students.

In addition, based on the analysis of the needs of students obtained through observations, data were generated that; 1) students have difficulty in understanding Pancasila Education material because there are no student books for Pancasila Education subjects, 2) students do not understand the learning objectives of Pancasila Education, 3) students have difficulty in carrying out activities because they do not have adequate modules to support the learning

process, 4) students want a clear flow of learning activities in carrying out learning.

Based on the results of the analysis of the needs of students and educators, it is necessary to develop an attractive and effective printed module of Pancasila Education in improving the competence and character of students.

The problem formulations in this research are; (1). What is the procedure for developing the Independent Curriculum Print Module for Pancasila Education Subjects for Grade V Learners at SD Nurul Islam Cileungsi Bogor? (2). How is the feasibility of the Independent Curriculum Print Module for Pancasila Education Subjects for Grade V Students at Nurul Islam Cileungsi Elementary School, Bogor? (3). How is the effectiveness of the Free Curriculum Printable Module for Pancasila Education Subjects for Grade V Students at SD Nurul Islam Cileungsi Bogor?

2. THEORY OVERVIEW

2.1 Development Model Concept

Research and Development has two main activities, namely by conducting research activities and conducting literature studies to produce certain designs (Waruwu, 2024). And the second activity is to develop, namely by testing the effectiveness, validity of the design that has been made so that it results in a product that is tested and can be utilized in the community (Muttaqin et al., 2021).

According Richter & Richter (2024), educational Researchand Development is a process used to develop and validated educational products. (Hafid & Juwita, 2024) Research and Development is a research approach to produce a new product or improve an existing product. According Yunita et al. (2024) Research and Development method is a research method used to produce a certain product, and test the effectiveness of the product. According to Kapellakis & Tsagarakis (2024), research and Development development research is a research method that produces a product in a particular field of expertise, followed by certain by-products and has the effectiveness of a product.

2.2 Learning Pancasila Education

Pancasila is the foundation of the state, ideology, and worldview of the Indonesian nation. Divinity, humanity, unity, consensus, and justice are values that must be developed and internalized in the life of society, nation and state. These values are then established as the basic norm or grundnorm of

Indonesia and named Pancasila, so that it becomes the philosophical basis for the development of all rules in the Unitary State of the Republic of Indonesia.

In the context of national and state life, every citizen needs to be directed to become a smart and good citizen, so that they can understand the Indonesian state and nation, have an Indonesian personality, have a sense of Indonesian nationality, and love the country. Thus, Indonesian citizens can carry out their rights and obligations as citizens, as well as actively fortify the community, nation and state of Indonesia from various threats, challenges, obstacles and disturbances that will damage the resilience of the nation and state of Indonesia.

2.3 Learning Media

Learning media is a tool that can be used to help the learning process to be more effective and optimal. At this time the learning process is not only fixated on books and blackboards, because currently there are many learning media that can be used by teachers (Zega & Susanto, 2024).

The word media is the plural form of the word medium (Fadrian et al., 2024). Medium can be defined as an intermediary or an introduction to communication from the sender to the recipient. According to the National Education Association, media are forms of communication both printed and audio-visual as well as their equipment.

Learning media is defined as a physical or non-physical tool that is deliberately used as an intermediary between educators and students in understanding learning materials in order to better understand learning materials more easily and efficiently.

From the above understanding, it can be concluded that learning media is a physical or non-physical tool used to increase knowledge, change attitudes, or instill learner skills used during learning activities. Learning media is not just a medium in learning, but also a learning motivation for students to have a high curiosity about the learning taught by the teacher.

2.4 Printable Modules

According to Prayogi (2022) modul is a free-standing, self-contained component of an instructional system. By "self-contained," we imply that the learning objectives, use rules, content descriptions, learning progress, learning assessment, and improvement and follow-up programs include all the information a student might possibly require.

A module is a comprehensive measuring instrument; it is a unit that may operate individually and independently from all other units. A module is also a language-related learning procedure that is operationally structured, methodically organized, and intended for use by students. It also comes with usage recommendations for students.

Another way to think of a module is as a methodically arranged set of instructional materials that allow students to study on their own, with or without an instructor.

One way to think about modules is as the smallest unit of a learning program that students may study on their own (self-instructional); after they finish one module, they can go on to the next. The learning module, as designed in Indonesia, consists of a set of educational resources that include reading materials for participants, answer keys for worksheets, instructions for teachers or instructors explaining how to teach effectively, and tools for evaluating student learning. Generally speaking, the module consists of instructional materials that are methodically organized in a language that students can readily understand based on their age and knowledge level. This allows students to study freely and with little help or direction from teachers.

It is clear from the preceding description that one of the learning resources available to students for usage during the process of learning is the Module. Students can study independently using modules by using the contents as a guide. By using learning modules, the focus of the learning process can shift from being teacher-centered to being more student-centered, or student-activity based. Modules can also help teachers in guiding students and adding to their repertoire of learning resources.

3. MATERIAL AND METHOD

The objectives of the research on the development of printed modules for Pancasila Education subjects in the independent curriculum are (1). To develop procedures for developing printed modules for the independent curriculum for the subject of Pancasila Education in grade 5, (2). To analyze the feasibility of developing printed modules for Pancasila Education subjects in the 5th grade independent curriculum, (3). To evaluate how well the Pancasila Education subjects in the fifth-grade autonomous program worked as printed modules.

The study was carried out in SD Nurul Islam, which is situated in the West Java Province's Cileungsi District at Jl. Pasirangin No. 5 Pasirangin Village, Bogor Regency. Students in the fifth grade are the subject of this study.

This study ran from mid-August to mid-December 2023, a period of four months.

This research uses the Resaerch and Development (R&D) method using the Borg and Gall model which is integrated with the Rowntree model. Researchers integrate with the Rowntree model because the product produced is a Print Module. Where the Rowntree model is a model designed to produce a learning product, one of which is module writing, which consists of three stages, namely the planning stage, the writing preparation stage, and the writing and editing stage.

The data collection techniques of this research are interviews, observations, and questionnaires. The instruments used in this research include interviews, student and teacher needs questionnaires, and product validation scales.

3.1 Interview

The interviews conducted in this study were semi-structured interviews. Interviews were conducted with the class teacher. Interviews were used in the preliminary study of needs analysis. The interview aims to find out the needs of teachers and students, what difficulties are often faced in learning activities, what media are used in learning, and students' general abilities regarding learning materials and student learning.

3.2 Questionnaire

The interviews conducted in this study were semi-structured interviews. Interviews were conducted with the class teacher. Interviews were used in the preliminary study of needs analysis. The interview aims to find out the needs of teachers and students, what difficulties are often faced in learning activities, what media are used in learning, and students' general abilities regarding learning materials and student learning.

3.3 Scale

The scale is used to validate the feasibility of the product, namely the independent curriculum print module on Pancasila Education learning. Media

experts, design experts, and material experts confirm the product feasibility scale.

4. RESULT AND DISCUSSION

Researchers used the Borg and Gall development model as the development model used and integrated it with the Rowntree model as the development model for module preparation. We then combined the three phases of the Rowntree development model with the ten development steps of the Borg and Gall model. One expert from each field validated the instructional design, learning medium, and learning materials. The data analysis revealed a validity level of ≥80% with a score qualification of good and amended as needed, based on the validity results of the three experts. Initially, there were two teachers and three pupils as test subjects.

Table 1. Product Feasibility Test Results

Test		Score	Description
Expert	Material Expert	91%	Very Decent
	Media Expert	97%	Very Decent
	Design Expert	87%	Very Decent
Users	Learners	94%	Very Decent
	Teacher	94%	Very Decent

Researchers tested 36 participants in a large group setting as well as 10 individuals in a small group setting. The findings were as follows:

Table 2. Small group and large group test results

Test	Score	Description
Small Group Test	96.07%	Very good, no need to revise
Large Group Test	94.25%	Very good, no need to revise

The results of the initial test data analysis, small group test and large group test show the validity level data analysis ≥ 80% with a score qualification is very good, so there is no need to evaluate and improve the design again and make the final design of the learning model or model.

The average score of the students on the pretest was 55.14 out of a possible 72 points. During the posttest, students' average score ranged from 91.14 to 97 points, with 97 being the maximum score.
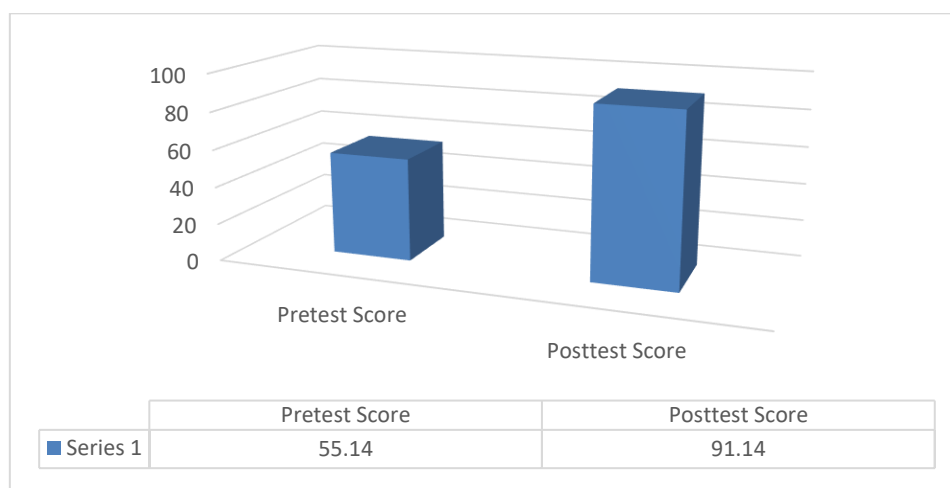

Figure 2. Average pretest and posttest scores

N-Gain score analysis as follows:

$$N - Gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score} = \frac{91 - 55}{100 - 55} = \frac{36}{45} = 0.8$$

The data analysis yielded a value of 0.8 for the N-Gain score, which is considered high. Additionally, the N-Gain data were multiplied by 100 to translate them into presentation form, resulting in an N-Gain score of 80. A value of > 76 in the N-Gain score table indicates that the review results are considered effective, based on the conversion of the level of performance.

4. CONCLUSION

Based on the description and data analysis of the results of the research on the development of independent curriculum print modules for Pancasila Education class V subjects at Nurul Islam Elementary School, Cileungsi District, the following can be concluded:

1) The Borg and Gall model, which was combined with the Rowntree model utilizing three stages from the Rowntree model and ten steps from the Bord and Gall model, was used to build the development model.
2) Teacher users (94%), student users (94%), and media specialists (87%), who undertook a feasibility test, all came out with a "very viable" rating. These findings suggest that it is possible to enhance the learning outcomes of Pancasila Education fifth grade pupils at Nurul Islam Elementary School by using an autonomous curricular print module.
3) The examination of the data from the pretest and posttest reveals that the maximum average value is 20, the average value of the students' pretest is 55, and the average value of their posttest is 91. 0.8 with a high category or percented to 80 is the outcome of evaluating the efficacy using the N-Gain Score algorithm. Based on the conversion of the N-Gain score review results with a value of >76, which is considered effective, using the independent curriculum print module can enhance student learning outcomes in Pancasila Education subjects in class V SD Nurul Islam.

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