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Thematic Module Analysis Based on PPK: reviewed from Attraction And Practicality Aspects

Denna Delawanti Chrisyarani¹, Arnelia Dwi Yasa¹

¹Universitas Kanjuruhan Malang, Malang, Indonesia
Email: dennadelawanti@unikama.ac.id^{1*}

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ABSTRACT

Quality teaching materials are materials that contain character values from good refraction for children. The purpose of this study was to analyze the practicality and attractiveness of the PPK-based thematic modules. The research method used in this study is quantitative descriptive. Subjects in this study were students and teachers of grade 4 elementary schools in using thematic modules based on PPK. The instruments used in this study were questionnaires. The results of this study were to determine the level of practicality and attractiveness of thematic modules based on the fourth grade PPK elementary school. It is hoped that through the results of the analysis, it can produce better quality PPK-based modules. Can help teachers use and develop different PPK-based modules to apply to students.

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INTRODUCTION

Teaching materials are learning resources that must be prepared by the teacher (Wahyudi, Hariyadi, & Hariani, 2014). This is important to note inasmuch teaching material is one of the important components in learning (Aisyi et al., 2013). Teaching materials contain contents, information, exercises that support students' understanding. There are various types of teaching materials that teachers can use in learning. One of them is a learning module. The module is a unified whole, consisting of learning series activities, which in fact have provided effective learning outcomes in achieving clearly defined goals and specific (Mbulu, 2001), (Mudiono, Akbar, Dwi Yasa, & Delawanti Chrisyarani, 2017)

Based on Nasution (2010: 205) the purpose of teaching through the first module is it can open opportunities for students to learn according to their respective quickness. Secondly, teaching through modules also gives students the opportunity to learn in their particular way, inasmuch they can use a variety of different techniques to elucidate

problems. In writing module, Director General of Quality Improvement (2008: 3-5) described a module can be said to be good and interesting if there are the following characteristics: (a) Self instruction; (b) Self-contained; (c) Stand alone; (d) Adaptive; (e) User friendly. Based on this opinion, learning through modules can make students learn more about what they are learning.

At present, the developed teaching materials are more directed at character education. This is due to the moral crisis that occurs in social life (Afandi, 2011; Sudrajat, 2011). Character education needs to be instilled as early as possible in education, especially starting from primary school (Judiani, 2010). A person's character when it has been formed from an early age, then when he grows up it will not be easy to change despite the many influences that come (Azzet, 2011, p.15). Character education needs to be directed.

Because of this urgent need, the role of the school as one of the moral educators which has an important role in gathering good knowledge, attitudes, actions, to the formation of good habits (Rokhman, Hum, Syaifudin, & Yuliati, 2014). This was in accordance with the statement of Licona (2013: 28) "... value education can be done in daily school activities; this has currently taken place in school systems throughout the country, and has succeeded in creating positive differences in attitudes in behaviour and the morale of the students, and shows that it is easier to teach by the teacher and to learn by students ". One of the ways which done is developing learning modules which character building values are inserted in (Wulandari & Kristiawan, 2017).

Module development and character education strengthening (PPK) have been widely studied and used in various fields. Previous studies regarding character analysis (Rokhman et al., 2014). Developing thematic modules is limited to the character of discipline and responsibility (Estuwardani & Mustadi, 2015). The influence of using module (Nilasari, Try Djatmika, & Santoso, 2016). Assessment of student character formation (Fahmy, Bachtiar, Rahim, & Malik, 2015).

However, what distinguishes this research thru previous research is analyzing thematic modules that have been developed for fourth grade students. The modules analyzed included 5 components of Character Education Strengthening (PPK): religious, nationalist, independent, mutual cooperation, integrity. Through this research expected can describe the analysis results of the practicality and the effectiveness of thematic modules based on PPK for fourth grade of primary school students.

METHODOLOGY

This study aims to describe the results of the practicality and effectiveness analysis of thematic module based on PPK in fourth grade primary school. This research is a descriptive research. In details, the data produced are 1) score of PPK-based thematic modules practicality, and 3) scores on the effectiveness of student learning outcomes. The subjects of this study were teachers and fourth grade students of Malang City, Indonesia.

Data collection was done by giving questionnaires and tests. Questionnaire given to teachers with the aim of obtaining the practicality of thematic modules result based on PPK. Tests were used to find out the effectiveness of the modules used. The collected data were analysed to get result description of the practicality and effectiveness of PPK-based thematic module.

RESEARCH AND DISCUSSION

This study discussed about the results of practicality and effectiveness of PPK-based thematic modules for fourth grade primary school students.

1. Practical Data

Practical data was needed to determine product applicability or practicality of product use during field testing. This data was obtained from the teacher. Teacher practicality data was collected through questionnaires given by researchers to fourth grade teachers as product users. These following are the results of the teacher's responses.

Table 1. Practical Data Module

No	Statement	Assessment Scale			
		4	3	2	1
<i>Students' Module</i>					
1	The material presented in the module corresponds to KI and KD.	√			
2	The material presented in the module describes indicators of achievement of KD.	√			
3	The material presented in the module is easily understood by students.		√		
4	The material presented helps students to complete the exercises and assignments on the module.		√		
5	Questions in the independent test and final module test are in accordance with the desired KD.		√		
6.	Content in the module encourages students to draw conclusions.		√		
7	Materials, exercises and assignments in the modules presented come from students' daily lives.		√		
8	The material presented in the module is packaged attractively		√		
9	The contents of the module are arranged systematically from the introduction, content, and closing.	√			
10	The basic concept in the description of simple material is presented first before a complicated concept.	√			
11	Material presented is student-centered.		√		
12	Presentation of material with pictures fosters understanding in reading.	√			
13	Presentation of practice questions and assignments with pictures in the module encourage students to think critically		√		
14	The preface section in the module is easy to understand.		√		
15	Components instruction of the module is easy to understand.	√			
16	Components of module parts are easy to understand.	√			

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No	Statement	Assessment Scale			
		4	3	2	1
17	Exercises and assignments in the module help students to understand the material presented.		√		
18	The sentence used in the exercise, the task in the module is easily understood by students.	√			
19	The sentence used in the module final test self-test is easy to understand by students.		√		
20	The spelling used in the module is in line with EYD.		√		
21	The letters used in the module are easy to read.	√			
22	Scoring guidelines in the module are easy to understand.		√		
23	The pictures in the module clarify the material to be studied.	√			
24	The colors used in the module are in harmony with the contents.	√			
25	The module cover is designed attractive	√			
<i>Learning by using Module</i>					
26	Thematic learning with modules can strengthen children's character.		√		
27	Learning with modules with character education helps students understand the material.	√			
28	Learning with modules with character education helps students work on exercises and assignments.		√		
29	The time allocation provided in the module is in accordance with the specified learning.		√		
30	Learning with modules helps teachers know the ability of students to learn independently.		√		
Score		102			
Percentage		85%			

Based on the data in table 1 the practicality results of the module from the teacher showed the acquisition of scores with a percentage of 85%. Based on the practical data conversion table, the products developed were categorized quite well. While, the qualitative data in the form of comments and suggestions based on the module practicality questionnaire can be seen in table 2 below based on comments / suggestions from the teacher.

Table. 2 Qualitative Module Practical Data from the Teacher

Comment and Suggestion

The compiled modules were interesting to use in learning, because there is a habit of character building. The advice: add assignments and reflections thus the students can assess themselves (practice honesty).

2. Attractiveness Data

Interest test was carried out on 25 fourth grade primary school students. The test of attractiveness was needed to determine the level of presentation of the module and the language used. Data obtained in the form of quantitative and qualitative through questionnaires provided by researchers to students.

The results of the average attractiveness test show that the average percentage of student interest in the module was 87.52%, which means the module is interesting. The comments given by students in the questionnaire can be seen in the following table.

Table 3. Students' response

Student	Response
FI	With a PPK-based module I am very happy
MSS	Because the module is interesting and easy
AR	Learning with this module makes me excited

The results of the students' attractiveness test and the practicality test by the teacher in the module revealed that the PPK-based thematic modules developed were in accordance with the theory and could be used in learning. The percentage for the attractiveness test was 87.52% and for practicality was 85%.

CONCLUSION

This study produced interesting and practical thematic PPK-based modules. Based on data analysis, the attractiveness was obtained by a total of 87.52%. Practicality tests conducted on teachers in the category of practical enough with a percentage of 85%. The KDP-based thematic module is suitable for use as teaching material to help students and teachers in the learning process.

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