THE STUDENTS' RESPONSES TO THE EXISTANCE OF TEACHING MODULES IN LEARNING PROCESS

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Abstrak. Dalam proses pembelajaran, modul ajar merupakan bagian penting di dalamnya. Proses pembelajaran yang dilengkapi dengan modul ajar dapat memudahkan pendidik dan peserta didik dalam memahami materi yang diajarkan. Pendidik dapat menyampaikan materi secara sistematis dan peserta didik memperoleh pengalaman belajar yang baik dan sesuai dengan capaian pembelajaran. Namun, berdasarkan hasil observasi masih terdapat guru dan pendidik yang belum membuat dan menggunakan modul ajar dalam proses pembelajaran. Tujuan penelitian ini adalah untuk memperoleh respon peserta didik terhadap penggunaan modul ajar dalam pembelajaran di kelas. Hasil respon peserta didik diharapkan dapat menjadi bahan evaluasi pendidik dalam menjalankan profesinya. Jenis penelitian ini adalah penelitian studi kasus. Alat pengumpulan data berupa wawancara terkait keberadaan modul ajar. Hasil wawancara sebagai data dianalisis dengan uraian naratif. Hasil penelitian ini menunjukkan bahwa respon peserta didik terhadap keberadaan modul ajar sangat dibutuhkan oleh peserta didik untuk memperoleh kejelasan dan konsistensi materi pembelajaran. Mereka menilai bahwa modul ajar merupakan alat bantu pembelajaran yang praktis. Selain itu, dengan adanya modul ajar tersebut peserta didik mampu belajar secara mandiri.
Kata Kunci: Respon, modul ajar, proses pembelajaran

Abstract. In learning process, a teaching module is an important part of it. The learning process equipped with teaching modules can make it easier for educators and students to understand the material being taught. Educators can deliver material systematically and students get a good learning experience and in accordance with learning outcomes. However, based on observation there were teachers and educators who had not created and used teaching modules in the learning process yet. The purpose of this study was to obtain student responses to the use of teaching modules in classroom learning. The results of student responses were expected to be an evaluation of educators in carrying out their profession. This type of research was a case study. The data collection tool was in the form of interviews related to the existence of teaching modules. The results of the interviews as data were analyzed with narrative descriptions. The results of this study indicated that students' responses to the existence of teaching modules were very much needed by students to get clarity and consistency of learning materials. They considered that teaching modules were practical learning tools. In addition, with the existence of these teaching modules, students were able to learn independently.

Keywords: Respons, Teaching Modules, Learning Process

INTRODUCTION

Teaching modules are part of the teaching and learning process. The process involves three elements, namely educators, students, materials. As stated, learning is a process of interaction between students and lecturers and learning resources in a learning environment (Dirjen Pembelajaran dan Kemahasiswaan, 2019). Furthermore, one of the important parts that can support the learning process is the existence of learning tools where teaching modules are part of the learning tools. As stated in the Kepmendikbudristek (2022) that textbooks, teaching modules, project modules to strengthen the Pancasila student profile are teaching tools used by educators in an effort to achieve Learning Outcomes. Meanwhile, Majid (2011) noted that there are three important and closely related components in the learning process, namely teachers, students and materials. From this description, it can be said that teaching modules are part of learning tools which contain materials that are part of learning resources.

As part of the learning resources, the existence of teaching modules is very important to be presented in the implementation of the learning process. There are several important parts in the teaching module. According to Kemendikbud (2022, p.23), the components of the teaching module consist of minimum components and complete components. The minimum components consist of learning objectives (one of the objectives in the learning objective flow), learning steps or activities, an assessment plan for the beginning of learning along with the instruments and assessment methods, an assessment plan at the end of learning to check the achievement of learning objectives along with the instruments and assessment methods, and the learning media used. The complete components consist of three important components, namely general information consisting of school identity, initial competencies, Pancasila student profiles, facilities and infrastructure, target students and the learning model used. Furthermore, the core components consist of learning objectives, meaningful understanding, trigger questions, learning activities, assessments, enrichment and remedial, as well as reflections of students and teachers, and the attachment components consist of student worksheets, reading materials for teachers and students, glossaries and bibliographies (Kemendikbud (2022, p.25). Thus, the teaching module provides a systematic and clear flow to achieve learning objectives.

In the learning process based on learning theory divided into three which include learning is transferring knowledge to others, learning is organizing learner activities, and learning is making learners learn (Ramsdem, 2000). The use of modules in the learning process has a positive impact on learning outcomes. Harianja & Utami (2023) found in their research that learning using modules helped students to be motivated to actively learn and study learning materials. In addition, students were able to complete the assigned tasks on time, happily and motivated is one of the positive impacts of using modules so as to improve their learning outcomes. The results of the study by Fatmi, Siska & Nadia (2021) indicated that effective learning modules improved students' cognitive learning outcomes. Therefore, learning modules can be used during the learning process so that the main purpose of the module is to increase the efficiency and effectiveness of learning to achieve goals optimally.

In the learning process in this era, teaching modules are very intensive and often socialized by every educational institution. However, based on the results of the researcher's observations, there were still many teachers or educators who had not created and used teaching modules. Murti, Kresnadi & Halidjah (2023) found that most teachers only use teaching modules available from the government so that the teaching modules are not in accordance with the needs of students in the classroom. This indicates the unpreparedness of teachers or educators in carrying out their duties and obligations. This can also have a less than optimal impact on learning outcomes or learning achievements. The problems that occur require serious attention from policy makers to be followed up

wisely and prudently. This requires an in-depth study so that the problems can be resolved properly. This study aimed to describe student responses to the existence of teaching modules with the hope that the results of this study will be an evaluation for teachers or educators to be motivated and creative in creating and using teaching modules in the learning process.

METODE

The type of this research was case study research using a qualitative research approach. The subjects of the research were students of UIN Jember. The determination of the subjects was done randomly. To obtain data, the researcher used observation, interviews, and documents. To obtain data on the availability of modules by lecturers, the researcher conducted observations. Meanwhile, interviews were used to obtain information or opinions from respondents about the importance of teaching modules in the learning process. To obtain data on the existence of teaching modules, the researcher used documentary techniques. The researcher conducted data analysis using a narrative description approach. Triangulation of sources and methods was used by the researcher to obtain data validity.

RESULT AND DISCUSSION

Result

In conducting observations, the researcher conducted direct and indirect observations. The researcher conducted direct observations by following the learning process in the classroom. Meanwhile, indirect observations were conducted by asking directly to the teacher or to other teachers as a third party. These were done to obtain accurate observation results.

From the observation results, researcher had not found teachers using teaching modules. However, they tended to use outlines and lesson plans (RPS). Although teaching modules and RPS are teaching tools and have similarities, both have differences. Teaching modules are more detailed and clear in their implementation. Students find it easier and more practical to learn independently. To get student comments or responses, the researcher conducted interviews with them.

Interviews were conducted to obtain information, comments or responses and explanations to respondents related to the research focus and research objectives. Focused interviews are conducted effectively and efficiently to shorten time and reduce costs.To get accurate interview results, the researcher provided an example of a teaching module to be observed by respondents. The interview results can be explained as follows:

Student (1) stated that having a fairly interesting learning module provides an attraction to study it. The way the material was presented in the module was good enough so that it was interesting to read until finished.

Meanwhile, student (2) thought that by providing a question and answer section, the teaching module was very helpful in remembering the material. The existence of a brief explanation of the terms in the module using easy language makes the material easier to understand.

Student (3) expressed his expression that the images presented in the module were very helpful in understanding the material.

Discussion

Researcher had not found teachers tended to use outlines and lesson plans (RPS) rather than teaching modul. Teachers were busy with administrative work such as making workload plans and performance reports. In addition, many teachers had additional tasks so that they did not have free time to create teaching modules. The creation of teaching modules and the like were done by taking shortcuts, namely taking examples of teaching devices from the website which were revised then. The impact of this was that learning outcomes did not reflect the true character of students. Lidyasari et al. (2023) described that many teachers still use learning designs based on the 2013 curriculum. Furthermore, teachers depend on the teaching modules available on the website so that they do not match the needs of students. There was 70% of teachers had not developed learning modules due to lack of training and knowledge on how to create modules.

The student (1) thought that teaching module material which presented well and interesting had motivated them to read it overall. Siagian et al (2023) highlight that teaching modules allow teachers to adapt learning to individual student needs more effectively. With teaching modules, teachers can choose and organize learning materials that are appropriate to the level of ability and interest of students so that they can help increase student motivation and participation in the learning process. Moreover, modules that are designed to be attractive, easy to learn, and can answer needs certainly create student motivation to learn (Dewi. et al (2024).

Meanwhile, student (2) thought that by providing a question and answer section, the teaching module was very helpful in remembering the material. The existence of a brief explanation of the terms in the module using easy language makes the material easier to understand. Questions are one way to stimulate the emergence of critical thinking skills. Critical thinking skills are the main point in developing 21st century skills. Tilaar (2011:17) related to modern education, critical thinking is an ideal goal in education because it prepares students for real life. Learning modules that are utilized properly provide opportunities for students to play an active role in the learning process.

Student (3) expressed his expression that the pictures or images presented in the module were very helpful in understanding the material. Pictures help students to understand abstract into concrete. Students understand factual material better than conceptual material. Pictures can change conceptual views into factual ones. So by presenting pictures related to the material, learning objectives and achievements are more effective and efficient. Wahono & Afifah (2023) declare that pictures as media serve to make it easier to understand the material and the learning process more impressive.

CONCLUSION

The results of this study can be concluded that the teaching module not only makes it easier for teachers to control the systematic learning process but students also easily learn the learning material and can be used for independent learning. Therefore, teachers should complete learning tools in the form of teaching modules to support the achievement of learning goals or achievements.

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