The Use of Teaching Modules as an Effort to Improve the Quality of Learning in Civic Education

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Abstract

This article has the aim of describing and elaborating on the use of teaching modules as an effort to improve the quality of learning in the Civic Education. Writing this article uses a descriptive method with a qualitative approach. This descriptive qualitative research method was chosen because it relates to describing and describing related data. Data collection techniques used in this study using interviews, observation, and literature study. The results of the discussion show that using teaching modules can improve the quality of Civic Education learning because it has practical and theoretical impacts. The practical impact can encourage students to develop civic knowledge, civic disposition, and civic skills in everyday life. The theoretical impact is that it can be used as a reference for developing teaching tools with similar types and objectives. Therefore, the use of teaching modules can improve the quality of learning Civic Education so that it is more interesting, not boring, and can improve student learning outcomes in relation to learningCivic Education

Keywords: Teaching modules; Improve the Quality of Learning; Civic Education

Introduction

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. Good education is education that not only prepares students for a profession or position, but to solve the problems they face in everyday life (PURBA, 2023). The educational process is able to give birth to creative, innovative ideas in the dynamics of current developments (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022). Law No. 20 of 2003 concerning the National Education System which states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. as well as the skills needed by himself, society, nation and state" (Irawati & Susetyo, 2017). Pancasila education is an important subject in the education system in Indonesia which aims to shape students' positive character and attitudes, as well as teach life values based on Pancasila as the basis of the state.

However, in practice, there is often a gap between what should be achieved in Pancasila education learning and what happens in the field. Pancasila education should be learning that is tasked with forming good citizens, with intelligent character, skills, and with a mission to empower citizens in accordance with the mandate of Pancasila and the 1945 Constitution (Mialiawati & Yusuf, 2021). However, Pancasila education, which has been taught by teachers, has not been able to fully mobilize students to participate actively in social life. This is due to several factors, including a lack of learning that students want, less interesting teaching methods, a lack of relevant learning resources, and the tendency of students to regard it as a theoretical subject and has no relevance in everyday life. These factors of course cause the low quality of Pancasila education learning, which has an impact on shallow understanding and lack of internalization of Pancasila values by students. The gap in Pancasila education learning is a

problem that needs to be addressed. Therefore, an innovative and effective approach is needed to improve the quality of learning, as well as help students better internalize the values of Pancasila in everyday life (Isa & Dewi, 2021).

Furthermore, Pancasila education needs to develop learning methods that are more interactive, contextual, and involve the use of educational technology. Apart from that, there is also a need to implement teaching modules in learning as a means to facilitate the understanding and application of Pancasila concepts in a more concrete and practical way. Writing this article has novelty value because it examines aspects of educational technology in relation to the use of teaching modules and the learning of Pancasila Education. Writing this article also aims to describe the use of teaching modules as an effort to improve the quality of learning in Pancasila Education subjects. Through the use of teaching modules, it is hoped that learning can be created that is more interesting, contextual, and can increase students' understanding and application of Pancasila values and can improve the quality of Pancasila education learning which will refer to improving life better (Damanhuri & Juwandi, 2020) .

Method

This article was written using a descriptive method with a qualitative approach. Qualitative research is research carried out in real or natural conditions, and is used to obtain in-depth data and to obtain meaningful data (Sugiyono, 2016). This descriptive qualitative research method was chosen because it is related to describing and explaining the use of teaching modules as an effort to improve the quality of learning in Pancasila education subjects. The data collection method used in this research uses library research, which is an activity of collecting research-related materials from relevant scientific journals, data and authors' opinions. This literature study was carried out to collect theoretical information so that it can support the scientific findings from writing this article. Apart from that, data in writing articles is also taken from relevant books and journals (Sudrajat & Astuti, 2023).

Result and Discussion

Result

Based on interviews with the Pancasila Education subject teacher, namely Mr. Kustijowarno, S.Pd and representatives of class First, Mr. Kustijowarno, S.Pd as the Pancasila Education subject teacher explained that using teaching modules can increase student activity in the learning process. This is because the preparation of teaching modules in the Independent Curriculum, which is a learning tool, has been adjusted to the phase or stage of student development. Mr Kustijowarno, S.Pd, also explained that in compiling teaching modules you can choose the material to be studied in accordance with the learning objectives and can help to improve the quality of Pancasila Education learning. Furthermore, class X student representatives stated that the use of teaching modules could increase students' learning independence because they were given the opportunity to access the material independently. Students also get a more personalized learning experience and are able to increase student motivation to learn.
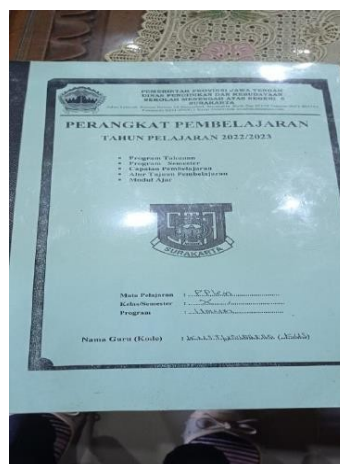

Figure 1. Civic Education Teaching Modules

Discussion

A. Teaching Modules

The Merdeka Curriculum was developed with the hope of producing a millennial generation who is able to quickly understand the material or knowledge taught by teachers, not just be smart enough to remember the teaching material given by the teacher. Students themselves are also expected to be able to

utilize technology in their learning process (Indarta et al., 2022). The Independent Learning Curriculum provides the widest possible opportunities for educators and students to think independently. This freedom of thinking is determined by the teacher. So, it can be said that the main key to supporting the success of the Independent Curriculum is the creativity possessed by teachers. According to (Syahrir, 2020) teachers have a very important role in designing learning in the Independent Curriculum, choosing the right design during the learning process will make it easier for students to think independently. creative. Apart from choosing the right design, the Independent Curriculum also has teaching modules as a substitute for lesson plans. The components in the teaching module consist of: (1) module identity, (2) initial competencies, (3) Pancasila student profile, (4) facilities and infrastructure, (5) target students, (6) learning model.

The concept of the Independent Curriculum Teaching Module is (1) the teaching module is a number of media tools/means, methods, instructions and guidelines that are designed systematically and interestingly, (2) the teaching module is considered as an implementation of the flow of learning objectives developed from learning outcomes with a profile Pancasila students as the target, (3) the teaching module is equipped with components which are the basis for the preparation process, (4) the teaching module components in the guide are needed as complete preparation for learning, and (5) the teaching module components can be added according to the subject and needs (Indarta et al., 2022). Currently, teaching modules are often discussed by school teachers at all levels, both elementary, middle and high levels. Basically, a teaching module is a type of teaching tool in the Independent Curriculum which is designed completely and systematically as a guide and guidance for teachers in carrying out the learning process. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing so that it makes it easier for students to learn and makes it easier for teachers to convey the material. Apart from that, teaching modules are also unique and specific, which means they are aimed at specific targets in the learning process in accordance with the objectives.

Meanwhile, specific can be interpreted as meaning that the teaching module is designed optimally to achieve success indicators which refer to student learning outcomes. The teaching module itself is very necessary in the learning process for teachers and students. In fact, teachers will experience difficulties in the teaching and learning process if they are not paired with complete teaching modules, which also apply to students because what the teacher conveys is not systematic. Therefore, teaching modules are the main media for improving the quality of learning which plays an important role for teachers, students and the learning process (Maulida, 2022).

B. Eforts to Improve the Quality of Civic Education

Quality is the level of value of something or a measure of whether something is good or bad. Learning is an effort made to change behavior students in a positive direction. Slavin stated that in learning, each individual must experience changes in behavior. These changes occur due to the experiences gained by each individual (Slavin, 2011). If changes have occurred, it means that the quality of learning is quite good. Furthermore, Cronbanch stated that good quality learning involves involving students directly in learning. Students must involve all their senses when experiencing the learning process. In learning, students are required to be active in searching for and finding the information they need based on the learning design (Nursita, 2021).

Good quality learning is the hope of all parties, both the government and the school community. Education should be directed at improving the quality of learning (Kusnadi, Martini, & Nugraha, 2017). Good quality learning will certainly produce something good too. Improving the quality of learning starts from the smallest things first, such as implementing optimal learning in the classroom so as to produce students who are intelligent and can solve all problems that occur. The implementation of learning must pay attention to students' talents and interests so that students will be enthusiastic about all subjects taught at school (Setiawan, 2014). Pancasila education also has different characteristics compared to other subjects. This subject is multidisciplinary

because it includes several materials such as law, politics, government, social and culture.

Pancasila education is an effort carried out by Indonesian educational institutions where every citizen must learn political orientation, attitudes and behavior so that they have political knowledge, awareness, attitudes, political efficacy and political participation (Azra, 2003). Therefore, it is very important for students to convey and understand Pancasila education so that they can understand, obey and preserve existing culture and historical events so that the country's heritage will not be lost along with the times (Nudqi, Murtafiah, & Mahardika, 2023).

However, in the learning process Pancasila education also contains a lot of material and causes boredom which of course will have an impact on the quality of the learning. Therefore, to improve the quality of Pancasila education learning requires several efforts such as developing a comprehensive and relevant curriculum, training and education continuous support for teachers, development of learning materials that include actual case studies, use of technology such as teaching modules, and evaluation related to learning (Nurgiansah, Hendri, & Khoerudin, 2021)

C. Use of Teaching Modules as an Effort to Improve the Quality of Civic Education

Renewal occurs in most Indonesian schools which upgrade the learning system, namely the independent curriculum which has been socialized evenly. One of the important tools for the successful implementation of learning in schools in the independent curriculum is teaching modules. Teaching modules are a new language for RPP, but there are significant differences in the content of teaching modules and RPP. Some schools have prepared an Educational Unit Operational Curriculum (KOSP) before the first lesson begins, the points that are prepared include learning objectives and Learning Objective Flow (ATP). The aim of developing teaching modules according to learning and assessment guidelines is to enrich learning tools that can guide teachers to carry out learning in closed and open classes. In this case, the independent curriculum gives teachers the freedom to enrich modules in two ways, namely teachers can

choose or modify teaching modules that have been prepared by the government and adapted to students' characters and arrange modules individually according to the material and students' characters (Maulida, 2022).

Teaching modules have practical and theoretical impacts on the learning process. Practically, this module can be used by teachers to facilitate high school students in learning circle topics through activities that encourage the development of creative thinking, critical thinking, communication and collaboration skills. Furthermore, this module can be used by students to study independently because, like modules in general, it provides discussion of material and summaries, example questions, various exercises, as well as tests and answer keys. Theoretically, the module development process described in this article can be used as a reference for developing teaching tools with similar types and objectives (Nesri & Kristanto, 2020). Apart from that, teachers can also develop teaching modules according to student stages which can be adapted to the achievement of student characteristics in the class (Purnamasari, Fitri, & Simbolon, 2023).

The writing of this article shows that the majority of teachers agree with the statement that educators must be given independence or independence over decisions in designing themselves, making choices, and also improvising teaching tools that suit the context, characteristics and needs of students. This statement was made on the basis of the Independent Curriculum orientation. The essence of the Merdeka Curriculum is Freedom to Learn. Independence here refers to the concept that makes students independent and able to explore their respective interests and talents. With different capacities, potentials, abilities, skills and interests, it would be very risky to align them all. This means that the benchmarks used to assess and study are definitely not the same. In other words, children cannot be forced to learn something they are not interested in and even dislike.

Then, it shows that all teachers agree that teaching modules are a crucial form of teaching tool to be used by educators. The Pancasila Student Profile can be realized or achieved. Ki Hajar Dewantara once said that education is the seeding place for all seeds. This philosophical thinking implies that the goal of education is to mediate students so that they

reach the peak of their potential. Schools are not prisons that discipline them, standardize them, make them uniform in diverse talents. The mediation process is like guiding students to the freedom to learn so that they don't get lost in what they shouldn't in the future. This enthusiasm for students to be free to learn has ultimately become the main axis that leads to the main theme of Indonesian education policy in the current paradigm, Freedom to Learn. teachers who agree that the criteria for teaching modules must be interesting, meaningful and challenging, which is expected to be able to foster interest in learning and involve students actively in the learning process. The Merdeka Curriculum encourages teachers to bridge the potential of students with various freedoms. This means that teachers must provide a service that can bridge the potential and skills that students are interested in for their future (Syahria, 2022).

The success of educational programs through the learning process in schools as formal educational institutions is greatly influenced by several factors, namely students, curriculum, educational staff, infrastructure and environmental factors. Various efforts have certainly been made to improve the quality of learning in schools, one of which is by using teaching modules (Pandiangan, 2019). By using good teaching modules, it is hoped that the Pancasila Education learning process carried out by teachers and students can achieve optimal results (Hasyim & Umar, 2019).

Conclusion

Pancasila education is a subject that is identical with a lot of material and seems boring in terms of methods, thereby reducing students' interest in learning. From the previous explanation, it can be concluded that the use of teaching modules is an effort to improve the quality of Pancasila Education learning so that the quality of learning is better than before. Improving the quality of Pancasila education learning includes teaching methods that must encourage active student participation. The current use of teaching modules tends to be student-centred so that students will be more active in deepening the material. Then, it relates to competent teachers. By using teaching modules, teachers can modify teaching modules

according to student characteristics so that teachers are more innovative and creative and are expected to improve the quality of the teaching process in the classroom.

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