

## THE INFLUENCE OF TEACHING MODULES ON TEACHING EFFICIENCY AT MA AL-DJUFRI

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### ABSTRACT

*This study aims to describe the learning activities of PPL students, Faculty of Teacher Training and Education, Madura Islamic University at MA Al-Djufri using the Teaching Modules. Subject in this study is a student of the English Language Education study program, Faculty of Teacher Training and Education, Madura Islamic University. This type of research is Lesson Study-based Classroom Action Research (PTK) using a qualitative approach. Data collection was carried out by observation and implementation of activities for 2 months. This research is expected to provide benefits in the form of new experiences as professional teachers for students participating in English Language Education lesson study.*

## INTRODUCTION

Education is one of the techniques for humans to survive, this proves that humans have to adapt themselves to acceleration current development. Every human being must receive a competent education. Law No. 20 of 2003 states about purposeful education develop students' potential to become human beings who believe and are devout to God Almighty, capable, creative, independent, of noble character, healthy, knowledgeable, and become democratic and responsible citizens. Required media that can achieve a competent education, namely the curriculum (Rahimah, 2022).

The independent learning curriculum was essentially formed by PT Cikal but it was adopted and echoed by the minister of education until now it has been widely socialized comprehensively to educational units. The independent curriculum is socialized and implemented in all educational units with the aim of updating the learning process is hampered by the pandemic. The government provides optional in the process of implementing the independent curriculum in schools, namely; the first is freedom to learn, the second is freedom to share and the third is freedom to change. At that time of implementation of the independent curriculum it was already certainly brings significant effects and changes regarding teachers and personnel educators in schools in terms of learning administration, strategies and approaches learning, learning methods, and even the learning evaluation process. In essence, independent learning means deepening the competence of teachers and students innovate and upgrade the quality of learning independently (Merta Sari, 2022).

Teaching modules are learning tools or learning designs which is based on a curriculum that is applied with the aim of achieving competency standards that have been determined (Nurdyansyah , 2018). The teaching modules have a main role for supporting

teachers in designing learning. Nesri, F. D. P., & Kristanto, Y. D. (2020) In preparing tools the teacher plays an important role in learning, teachers hone their ability to think can innovate in teaching modules. Therefore, creating a teaching module is Teachers' pedagogical competencies need to be developed, this is for teachers' teaching techniques in the classroom it is more effective, efficient, and there is no discussion of indicators achievement.

This research discusses comprehensively the teaching modules that have been prepared by independent curriculum-based teachers in schools. The approach model in this research using content analysis. Content analysis is a technique that can analyzing human behavior both in terms of communication, reference books, essays, novels, magazines, articles, and so on that can be analyzed. Fraenkel, J. C., & Wallen, N. E. (2007) Main data sources analyzed is the content of the teaching module. The first thing before doing the analysis is to carry out categories of teaching modules compiled by teachers from various fields lessons and collect various information regarding curriculum teaching modules independent. Apart from that, there are other aspects that complement the analysis and will be carried out. The classification of the two elements needs to include the education profile of Pancasila and wisdom local. Based on the analysis categories, the differences between RPP can be described in the previous curriculum and teaching modules in the independent curriculum.

Referring to the various studies above about the lesson study method, it was then decided to use the teaching modules as a technique to improve the quality of teaching abilities of Madura Islamic University PPL students at MA Al-Djufri by improving with grade X students with a total of 2 classes as an experiment.

## RESEARCH METHOD

This research was conducted at MA Al-Djufri. The study was conducted for 2 months, starting from October to November 2023. This Classroom Action Research (PTK) was carried out in three cycles and three actions to see teacher activities and student activities in following English lessons and student learning outcomes of MA Al-Djufri class X. The subject of the study was a PPL student of the Faculty of Teacher Training and Education, Islamic University of Madura at MA Al-Djufri in class X English Lessons. The data collection technique used is an observation technique.

The data analysis technique used is a qualitative descriptive analysis technique. Analysis of PPL students as model teachers in carrying out the planning stage then implementation into the classroom with students. The results of observations starting from stages 1 to 3 are determined by the observer and then qualified based on the following assessment categories: A = Excellent (86-100), B = Very Good (71-85), C = Good (56-70), D = Less (41-55) and E = Poor (< 40).

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## RESULTS AND DISCUSSION

### 3.1. Independent Learning Curriculum

Basically, the curriculum structure is the most important part of the curriculum itself. Because in order to analyze needs and implement the curriculum accordingly with field realities. The independent curriculum prioritizes development character through content in learning and Pancasila student profiles. Characters who formed, namely the important points in Pancasila, noble character, piety, independence, think, be critical, and be able to work together, and be creative.

Freedom to learn is a new program from the Ministry of Education and Culture launched by Nadiem Makarim, which was previously implemented by PT Cikal at Cikal schools. In essence, educational transformation is through the policy of an independent curriculum Learning is one of the latest innovations to bring in superior human resources has a Pancasila Student Profile and an independent learning curriculum aimed at all educational units at primary, middle and upper levels.

On the basis of these latest changes, the education minister has high hopes for learning that does not only focus on students in the classroom but explores outside class, this will make learning more fun, enjoyable and less centered to the teacher. A learning system like this will form a confident character, independent, intelligent in socializing, and able to compete.

### 3.2 Development of Independent Curriculum Based Teaching Modules

Updates occur in most Indonesian schools that upgrade The learning system is an independent curriculum that has been socialized evenly. One of the important tools for the successful implementation of learning in schools in the independent curriculum is the teaching module. The teaching module is a new language from RPP, but there are significant differences in the content of the teaching module and RPP. Some schools have prepared an Educational Unit Operational Curriculum (KOSP) Before the first lesson begins, the points are prepared including the objectives learning and Learning Objective Flow (ATP).

The objectives of developing teaching modules are 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, independent curriculum can give the teachers the freedom to enrich the module through two method, that is, teacher can choose or modify teaching module that have been prepared by government and adapt it to the student character and arrange the modules appropriately individually according to the material and student character.

Before compiling a teaching module, the teacher knows the development strategy teaching module and must fulfill two minimum requirements, namely meeting the stated criteria there are and learning activities in the teaching module in accordance with learning principles and assessment. The criteria for independent curriculum teaching modules are as follows; (1) Essential, namely that each subject is conceptualized through learning and cross-country experiences scientific disciplines, (2) Interesting, meaningful, and challenging, namely teachers can grow interest in students and actively involving students in learning, related with the cognitive and experience it has so that it is not too complex and not too easy for his age, (3) Relevant and contextual, namely related to cognitive elements and experiences that have been previously owned and according to

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the conditions of the time and where the students are, and (4) Continuous, namely learning activities must be has a relationship according to the student's learning phase (phase 1, phase 2, phase 3).

The teaching module criteria that have been explained previously need to be used as a reference when compiling teaching modules. After establishing the principles of the above criteria, the teacher must create teaching modules according to components determined based on needs. However, globally the teaching module has the following components: a) Components general information; b) Core components; c) Attachments. Meanwhile, the core components of the teaching module include learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and student and teacher reflection.

In the final stage, namely the attachment which includes student worksheets, enrichment and remedial, teacher and student reading materials, glossary, and bibliography. Some of the components above do not need to be included in all of the teaching and learning modules returned to the educational unit which has the freedom to design and develop modules according to the conditions of the learning environment and student needs.

### 3.3. Steps for Developing Independent Curriculum Teaching Modules

There are steps to develop teaching modules in the independent curriculum, Below there are 10 steps, including:

1. Conduct analysis on students, teachers and educational units regarding conditions and his needs. At this stage the teacher can identify problems appears in learning, teachers can analyze students' conditions and needs in learning so that the teaching modules are designed to be accurate with the problem is in learning.
2. Carry out diagnostic assessments on students regarding internal conditions and needs learning. At this stage the teacher identifies students' readiness before learning. Teachers carry out this assessment specifically to identify competencies, students' strengths and weaknesses.
3. Identify and determine the Pancasila student profile entity that will be achieved. At this stage the teacher can identify student needs and refer to them with character education. The Pancasila student profile can actually be achieved with projects, therefore teachers must be able to design time allocations and dimensions of the Pancasila student profile program.
4. Develop teaching modules sourced from the Learning Objectives Flow, Flow spread based on Learning Outcomes. The essence of this stage is developing material is the same as developing material in a plan implementation of learning (RPP)
5. Design types, techniques and assessment instruments. At this stage the teacher can determine the instruments that can be used for assessments that refer to three national assessment instruments, namely minimum competency assessment, survey character, and learning environment survey.
6. Teaching modules are arranged based on planned components
7. Teachers can determine several components that are essentially in accordance with learning needs. Some existing components can be used accordingly with students' needs in learning.
8. Essential components can be elaborated in learning activities

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9. After the previous stages have been implemented, the module is ready to be used
10. Module evaluation

## **CONCLUSION**

Based on the results of the analysis and discussion of the research results, The independent learning curriculum is currently used by most units education at all levels. One of the differences between the independent curriculum and The previous curriculum was the creation of teaching modules or previously known as called RPP (Learning Implementation Plan). Point of view of curriculum teaching module Merdeka is that there is a Pancasila student profile and it can be made in accordance with the needs of students, teachers and schools. Before the teacher develops teaching modules. An independent curriculum needs to pay attention to the criteria, namely essential, interesting, meaningful, challenging, relevant and contextual, and sustainable according to phase student learning. After setting the criteria, teachers can create teaching modules accordingly with existing component formats but can be conditioned according to student needs, teachers, and schools.

There are three components in the teaching module, namely the general information component, core components, and attachments. General information includes school identity, initial competencies, Pancasila student profile, target students, infrastructure suggestions, and models learning. While the core components include learning objectives, meaningful understanding, trigger questions, learning activities, assessments, and remedial and enrichment. The final stage is an attachment containing a sheet student work. In the development of independent curriculum teaching modules, there are several strategies that teachers can apply, but you need to know the foundations for creating teaching modules is to analyze the conditions and needs of students, teachers and schools.

The implications of the findings of this study are classified based on two levels of implications, namely theoretical implications and practical implications. The theoretical implication is that the results of research through this lesson study activity can be implied in learning theory, especially related to teacher learning strategies in madrasas. The practical implications can be seen from the aspect of planning and managing learning in madrasah. From the planning aspect, the results of this research can be implicated in planning activities and learning by teachers in madrasas. Meanwhile, from the management aspect, the results of this research can be used as a reference in managing collaborative learning in English subjects at MA Al-Djufri.

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