Development of the CTL-based PPKn Module to Improve Student Learning Independence

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ABSTRACT: This study aims to: (1) determine the feasibility of the CTL-based PPKn module; (2) determine the effectiveness of using the CTL-based PPKn module to increase student learning independence. This research is a development research with 4D models by Thiagarajan with four stages, namely Definition, Design, Development, and Disseminate. The trial design used was One Group Pretest-Posttest Design with sample of 25 students. The CTL-based PPKn module was declared very suitable to be used as a learning resource with the results of material expert validation by 90.63%, design expert validation by 93.75%, and linguist validation by 96.88%. The results of the N-Gain Score test are 0.72 so that the CTL-based PPKn module is effective for increasing student learning independence.

Keywords: PPKn module, CTL approach, student learning independence

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INTRODUCTION

A fun learning process is expected to be able to develop the intellectual potential and character of students (Witarsa, 2021:3). The development of student character can be seen from student behavior which is expressed in the form of words, ways of thinking, and actions (Kemdikbud, 2019:11). In the form of speech, students use words or sentences both orally and in writing that reflect certain attitudes. In the way students think can be seen through the ability to write or answer a question. Meanwhile, in the form of actions, it can be seen from actions when communicating or collaborating with friends or educators at school. So it is clear that education has a role in the formation of student character. So that schools, educators and educational institutions have a big role or influence on the process of growth and development of student character (Witarsa, 2021:3).

Thomas Lickona (2013:82) states that good character consists of knowing good things, desiring good things, and exercising right rights in ways of thinking, habits of heart and habits of action. Therefore, to build good character in students, habituation in thinking is needed, habituation in the heart, and habituation in action. The characters that are formed in students are expected to foster a spirit of learning and optimize students' potential. Character education is implemented by applying the values of Pancasila in the learning process. In accordance with Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education, the main characters that need to be cultivated in students are religious, nationalist, independent, mutual cooperation, and integrity. The application of these character values will later be integrated in the learning tools designed by the teacher.

PPKn is one of the educational programs based on Pancasila and the 1945 Constitution of the Republic of Indonesia. PPKn has the aim of developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible state. This shows that Civics has an important and strategic role in the implementation of character education (Kurniawan dalam Witarsa, 2021:40). In the implementation of character education, the national curriculum is integrated with the learning content contained in the curriculum. The integration of character education values into the content of Civics learning by including character values into the syllabus and lesson plans. Then in the development of the syllabus and lesson plans, the teacher will compile indicators of competency achievement, teaching materials or teaching materials, choose learning models, and develop learning evaluation tools (Kurniawan dalam Witarsa, 2021:40). The activity of compiling syllabus, lesson plans, teaching materials or teaching materials, and learning evaluation tools or known as learning tools is part of one of the pedagogical competencies of a teacher.

Teaching materials are components that act as learning materials, during the learning process (Nisa, 2019). According to Martono in Hasim (2019) there are several central roles of teaching materials in empowering students, namely

teaching materials can act as managers in student learning activities. The module is one type of teaching material designed by the teacher to make it easier for students to understand the material (Diani, 2015). Modules are also called independent teaching materials because they are equipped with instructions for self-study (Kosasih, 2021:18).

With the module, students can study anywhere and anytime without being limited by time as in classroom learning so as to foster student learning independence. Independent character really needs to be grown in students. With the independent character in students, they can grow the fighting power in students to achieve their goals. Through independence in learning, students can do assignments without cheating. According to Steinberg (2001) Independence is the individual's ability to make decisions based on his own will, behave and feel something. In the learning process, independent learning according to Wiwik Suciati (2016:8) is a form of creative thinking in order to be able to control oneself and motivate oneself in achieving learning goals. With independent learning, a student shows responsibility in learning, shows curiosity about the subject matter, shows a hard working attitude to complete learning tasks and is not dependent on others.

However, based on the results of initial observations in grade 5th SDN 101835 Sibolangit, information was obtained from the teacher that 19 students (76%) of 25 students were still working on assignments with the help of others. Only about 6 students (24%) were able to do their own assignments without the help of others. The data shows that students still do not show hard work in doing assignments. This means that students complete the task still with the help of others. When viewed from the timeliness in collecting assignments, information was obtained from the teacher that there were 10 students (40%) of the 25 students who were always on time in collecting assignments. Meanwhile 15 students (60%) were late in submitting assignments. These data indicate that student responsibility is still very low. Based on information from the teacher, it shows that the learning independence of grade 5 students is still very low and requires guidance. The following are the results of the initial observations of the learning independence of grade 5th students at SDN 101835 Sibolangit as listed in table 1:

Tabel 1. Hasil Observasi Awal Kemandirian Belajar Siswa

No	Learning Independence Indicator	Observed Behavior	Average Score
1	Curiosity	Looking for information related to the subject matter from various sources or asking questions	44
2	Hard work	Complete assignments from the teacher without the help of others	50
3	Responsibility	Study Habits	49
		Paying attention to learning	54
4	Independence	Have confidence in doing schoolwork	46
	Classical Percentage		**48,6 %**
	Criteria		**Less independent**

From the results of the rubric for assessing the learning independence of grade 5 students at SDN 101835 Sibolangit, it is categorized as less independent. Therefore, it is necessary to give efforts to strengthen learning independence for 5th grade students of SDN 101835 Sibolangit. Thus, it is necessary to develop a module based on Contextual Teaching Learning (CTL) to improve the independent character of students in learning. Learning by using modules can help students become more independent in doing assignments. Even with modules, students will have varied learning resources or other references in achieving learning goals (Sari & Rachmawati, 2017).

Komalasari (2015:39) explains the considerations in developing learning materials with a contextual learning approach because they are related to student life, extracted from students' lives, beneficial for students in solving problems in their environment and meaningful for students' lives and the surrounding community. Moving on from the above background, it is necessary to solve the problem by developing a proper CTL-based Civics module according to experts in an effort to increase the learning independence of 5th grade students at SDN 101835 Sibolangit.

THEORETICAL REVIEW

Student Learning Independence
Laurence Steinberg (2013:286) explained in his theory that independence is Independence generally refers to individuals' capacity to behave on their own. This means that independence is a form of a person's capacity to be himself. According to the Ministry of Education and Culture (2016:9) mandiri merupakan sikap dan perilaku tidak bergantung pada orang lain dan mempergunakan segala tenaga, pikiran,waktu untuk merealisasikan harapan, mimpi dan cita-cita. Witarsa (2021:20) states that independent character can be formed due to the process of self-empowerment. Self-empowerment will provide a stimulus to change attitudes, patterns of thinking and behavior.

According to Seto Mulyadi (2016:46) Independence is the need to be free from the domination of others. These needs include making decisions, making choices, depending on yourself, and achieving goals without help from others. Thus, independence becomes an ability to make decisions in acting for oneself. Students who are able to stand alone and have a sense of responsibility for all their actions and behavior in order to fulfill their own needs, this is what is called independence according to Kartini Kartono (in Yusutria, 2019). Likewise, according to Eka Susanti (2018), independence is a condition where a person must try to stand alone in making decisions and be able to carry out tasks with full responsibility.

From some of the opinions above, it can be concluded that independent character is the ability of children to think and act according to their minds and minds to realize their ideals and dare to take risks for the decisions they make. So that if an independent character has been formed in students, then the child will dare to be responsible for various decisions taken. Because the independent character is still a concept that is not yet operational for assessment, it is necessary to determine the behavioral indicators of the independent character.

The behavioral indicators of independence are curiosity, hard work, responsibility and not depending on others (Kemdikbud, 2019:33-35).

In the learning process, students' independent character will be formed in an object, namely student learning independence. Barry J. Zimmerman (1996:7) self-regulated learning is models of instruction focus on students' use of specific processes to motivate and guide their learning. Thus it is clear that learning independence is the focus of students to have self-motivation in participating in learning. Wiwik Suciati (2016:8) states that independent learning is a form of creative thinking in order to be able to control oneself and motivate oneself in learning activities. According to Dedi Syahputra (2017) Learning independence is a student's learning activity in achieving learning goals without relying on the help of other people, both friends and teachers, in mastering the material or knowledge with their own awareness. While according to Bilda & Fadillah (2020) *independence of learning is a person's ability to optimize and organize all teaching materials and learning resources precisely, effectively, and efficiently in the learning process activities*. Thus it is clear that learning independence is the ability of students to optimize and organize all teaching materials and learning resources appropriately, effectively, and efficiently in learning activities. Therefore, effective teaching materials are needed to foster student learning independence.

Indicators of Student Learning Independence

The formation of one's independent character is needed to shape humans to be reliable and knowledgeable (Maulana Arafat Lubis, 2018). Wiwik Suciati (2016:9) states that independent learning is a form of learning that is centered on student creation so that it can develop values, attitudes, knowledge and skills. As for the indicators of learning independence according to Slavin (in Wiwik Suciati, 2019:9) are as follows: 1) Responsible for learning activities; 2) Active and creative in learning activities; 3) Able to solve problems in learning activities; and 4) continuous in learning.

Kemendikbud (2019:33-35) explain the indicators of student learning independence, among others: 1) curiosity to know more deeply and widely from something that is learned, seen, and heard; 2) have hard work in overcoming barriers to learning, assignments, and completing assignments as well as possible; 3) the existence of a sense of responsibility as a form of habit in learning and showing attention to the lesson; and 4) do not depend on others in doing the task.

Based on the expert opinion above, it can be concluded that the indicators of student learning independence are as follows:

Curiosity

Curiosity or curiosity is one of the attitudes that affect student development, especially student learning outcomes. According to Citra Ningrum, dkk (2019) Curiosity is a natural desire from within humans to investigate and find out more about something they are learning. While according to Steven Raharja, dkk (2018) Curiosity is the desire to explore information, explore information, adventure with information and dare to ask

questions. This means that curiosity will arise which is marked by the questions asked by students as a form of information exploration.

Hard work

Behavior that shows a serious effort in overcoming barriers to learning, assignments and completing assignments as well as possible is an understanding of hard work (Kemendikbud, 2019:34). Likewise, according to Hasan in Dwi Yuniarti, dkk (2020) Hard work is a behavior that shows sincerity in overcoming various obstacles in learning and completing tasks as well as possible. From the above opinion shows that the attitude of hard work is a form of sincerity of a student in completing the task as well as possible. According to Gigih Winandika (2017) Hard hard is the nature of someone who is not easily discouraged accompanied by a strong will to achieve goals and ideals. Thus the nature of this hard work is needed by every student in achieving their goals. This is what shows the independence of student learning in the learning process.

Responsibility

Responsibility means having the task of getting something done and being asked for the results of the accountability for the results of their work (Eka Susanti, 2018). Independent learning requires responsibility, has the initiative to think, has a strong determination and is able to accept the consequences (Sugianto, dkk, 2020). Meanwhile, according to Syafitri (2017) responsibility in learning is a form of obligation for students in completing tasks that have been accepted with maximum effort to the end and dare to accept all the risks of the effort. Thus the responsibility becomes an obligation in students to master the learning competencies to completion.

Independence (Not dependent)

Roland, dkk (2019) explained that independence is an attitude that does not take sides with anyone in carrying out a task so that it does not harm others. According to Kemendikbud (2019:35) Explaining independence has the same meaning as not depending on others in doing tasks. In line with these two opinions, Puradireja in Melina, dkk (2018) states that independence is a condition in which a person is free from influence, control by other parties, and does not depend on others.

Modul

Kosasih (2021:18) explained that the module is an independent learning package that includes a series of learning experiences that are planned for students to help students achieve learning goals. Modules are printed teaching materials that are designed to be studied independently by learning participants. Modules are called independent teaching materials because they are equipped with instructions for self-study. Module is a learning tool or facility which includes materials, methods, and evaluations that are made in a systematic and structured manner as an effort to achieve the expected

competency goals. Modules as self-study materials to help students master their learning objectives (Sari Jusnita, 2020).

Module Components

According to Kosasih (2021:31) a module should cover the following aspects: 1) module title; 2) competence or subcompetence; 3) purpose; 4) training materials; 5) glossary; 6) index. Sungkono in Sari Jusnita Ginting (2020) ada delapan komponen utama yang perlu terdapat dalam modul yaitu : 1) tinjuan mata pelajaran; 2) pendahuluan; 3) kegiatan belajar; 4) latihan; 5) rambu-rambu jawaban latihan; 6) rangkuman; 7) ters formatif; 8) kunci jawaban tes formatif.

In the Learning module for Teacher Professional Education Participants *(PPG) Dalam Jabatan* In published by Position published by Kemdikbud (2018) that the complete module format contains: 1) Cover; 2) Table of Contents; 3) Introduction (rational brief description, relevance, learning instructions); 4) Learning Activities 1 (learning achievements, learning sub-achievements, main points of material, material descriptions, summaries, assignments, formative tests); 5) Learning Activities 2 (learning achievements, learning sub-achievements, main points of material, material descriptions, summaries, assignments, formative tests); 6) Learning Activities 3 (learning achievements, learning sub-achievements, main points of material, material descriptions, summaries, assignments, formative tests); 7) Final Project; 8) Final Test; 9) Bibliography; 10) Formative Test Answer Key.

Module Based on Contextual Teaching Learning (CTL) Approach

Komalasari (2010:1) explains the low quality of student learning outcomes which are marked by the inability of most students to relate the knowledge they learn to the real life of students, so that the idea of contextual learning emerges. According to Mandasari, dkk (2019) Contextual learning is a learning approach that relates the material being studied to the real life of everyday students. Thus contextual learning will help students see the meaning that exists in the subject matter in the context of the student's personal, social and cultural life.

Learning materials developed based on a contextual learning approach are able to develop students' cooperative abilities as well as student learning independence (Komalasari, 2010:40). If referring to the contextual learning approach, in developing the module, the subject objectives should be developed and integrated with the seven components of contextual learning, namely: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. (Komalasari, 2010:46).

Pancasila and Citizenship Education (PPKn) in Elementary Schools

The 2013 curriculum makes Civics subjects a mandatory subject. Civics subjects in the context of Indonesian national education can make a significant contribution to strengthening the paradigm and attitude of the nation and state, and effectively encourage the consolidation of the Pancasila ideology as the basis of the Indonesian state (Majda El Muhtaj, dkk, 2020).

PPKn is an educational program that plays an important role in shaping the personality of SD/MI students. This is because PPKn learns about how SD/MI students are to become good and true citizens by prioritizing the values of Pancasila as their way of life (Maulana Arafat Lubis, 2020:27).

METHODOLOGY

This research is Research and Development (R&D). The Research & Development method is a research method that produces products (can be in the form of models or modules or others), and there is an effectiveness of a product (Budiyono Saputro, 2017:7). This research and development uses the 4D device development model suggested by Sivasailam Thiagarajan, Dorothy S, Semmel & Melvyn (1974:5). The 4D model consists of four stages, namely Definition, Design, Develop, and Disseminate. The sample in this study were all 5th grade students of SDN 101835 Sibolangit, totaling 25 students. The procedure carried out by the researcher is as follows:

1. Defining Stage

The activities carried out at this stage are to determine the development product in the form of learning modules based on user needs, so that an analysis is carried out related to module development, such as curriculum analysis, student analysis, and material analysis.

2. Design Stage

The activities carried out at this stage are: 1) formulating the components of the module; 2) arrange learning activities; and 3) compiling tests and answer keys. The contextual-based KDP module produced at this stage is called draft 1 of the KDP module. During the design of the PPKn module, researchers used several useful applications to produce module layouts, such as: Microsoft word, Microsoft Publisher, Photo Shop, Microsoft Paint.

3. Development Stage

The purpose of the development stage is to produce appropriate and effective modules to be used in the learning process. This stage consists of a feasibility assessment by a team of experts consisting of material experts, design experts, and linguists. As well as assessing the effectiveness of using the CTL-based Civics module in an effort to increase student learning independence. The rating scale on the validation sheet uses a rating scale (Rating Scale) which aims to arrange the phenomena to be assessed are arranged in predetermined levels (Arifin, 2017: 165). The following is a table of 2 rating scales with scores and levels:

Table 2. Rating Scale for Module Eligibility Sheet

Score	Information
4	Very good
3	Well
2	Pretty good
1	Good enough
0	Not good

Sumber : Sugiyono (2013:118)

Data analysis techniques used in this study are as follows:
a. Module Feasibility Analysis

The scoring results were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category in the developed module with the following formula:

$$Category\ Percentage = \frac{Number\ of\ Indicators\ per\ Category}{Maximum\ Number\ of\ categories} \times 100\%$$

The results of the percentage indicators are then interpreted with qualitative sentences as shown in table 3 below:

Table 3. Eligibility Indicator Percentage Criteria by Expert Team

Score Percentage	Category
81 % - 100 %	Very Worthy
61 % - 80 %	Worthy
41 % - 60 %	Decent enough
21 % - 40 %	Less worthy
0 % - 20 %	Not feasible

Sumber : Sugiyono (2013:118)

b. Analysis of Student Learning Independence Assessment

The data was obtained by using the rubric for the assessment of student learning independence. Then the results of the assessment of student learning independence were analyzed using the following formula:

$$Category\ Percentage = \frac{Number\ of\ Indicators\ per\ Category}{Maximum\ Number\ of\ categories} \times 100\%$$

The results of the percentage indicators are then interpreted with qualitative sentences as in table 4 below:

Table 4 Criteria for the Percentage of Students' Learning Independence Indicators

Score Percentage	Category
0 % – 55 %	Less independent
55,1 % – 70 %	Self-sufficient
70,1 % - 85 %	Independent
85,1 % - 100 %	Very Independent

RESULTS

Module Feasibility Assessment Results

The following is a table of the percentage of the final assessment of the feasibility of the CTL-based Civics module by teachers, material experts, learning design experts, and linguists:

Table 5 Module Eligibility Recapitulation by Team of Experts and Teachers

Validator/ Teacher	Percentage	Criteria
Teacher	90%	Very Worthy
Material Experts	90,63%	Very Worthy
Design Experts	93,75%	Very Worthy
Linguists	96,88%	Very Worthy

Average	**90%**	**Very Worthy**

Results of the Effectiveness of Using the Module on Students' Independent Learning

In the following, the results of the assessment of student learning independence through large group trials are presented in the form of table 6.

Table 6   Student Learning Independence Assessment Results

Indikator Kemandirian Belajar	Perilaku Yang Diamati	Rerata Skor	Kategori
Curiosity	Looking for information related to the subject matter from various sources or asking questions	86	Very Independent
Hard work	Complete assignments from the teacher without the help of others	86	Very Independent
Responsibility	Study Habits	88	Very Independent
	Paying attention to learning	84	Very Independent
Independence	Have confidence in doing schoolwork	86	Very Independent
Classical Percentage		**86 %**	**Very Independent**

DISCUSSION

Feasibility of CTL-Based Civics Module

Based on the results of the feasibility assessment of the CTL-based Civics module by a team of experts, it was stated that the module was very feasible to be used in the learning process.

a. Feasibility Test Results by Material Expert

The results of the Material Expert feasibility test by Dr. James Ndona, M. Hum. obtained a percentage of 43.75% (Quite Eligible) for the 1st assessment and 90.63% (Very Eligible) for the 2nd assessment. It can be stated that the CTL-based Civics module experienced an increase in the quality of the material starting from the 1st assessment to the 2nd assessment. Therefore, the material developed in the CTL-based Civics Module is feasible to be tested in the Civics learning process in 5th grade elementary school.

b. Feasibility Test Results by Design Expert

According to the expert assessment of learning design by Dr. Samsidar Tanjung, M. Pd obtained a percentage of 40.63% (Quite Eligible) for the 1st assessment and 93.75% (Very Eligible) for the 2nd assessment. The results of the design expert's assessment confirmed that the design of the CTL-based PPKn module experienced an increase in design quality. Especially in terms of color composition, paper size, use of images or illustrations that are already in harmony with the appearance of the module.

c. Feasibility Test Results by Linguists

According to the assessment of linguists by Dr. Elly obtained a percentage of 93.75% (Very Eligible) for the 1st assessment and 96.88% (Very Eligible) for the

2nd assessment. Thus the CTL-based PPKn module is feasible to disseminate (Disseminate). The PPKn module based on the Contextual Teaching Learning (CTL) approach which is declared worthy of being tested by the validator can be used in the learning process as an effort to facilitate or increase student learning independence. This is in line with the opinion of Arum (2016: 240) that, "the language used in the module must be adapted to the language of elementary school students.

Effectiveness of CTL-Based Civics Module

The CTL-based Civics Module which has been declared very suitable for use, will then be tested for its effectiveness in the Civics learning process in an effort to increase the learning independence of 5th grade elementary school students. The effectiveness of the PPKn module in this study can be seen from the results of the assessment of student learning independence through the assessment rubric. The results of the rubric for assessing the learning independence of fifth grade students after using the CTL-based PPKn module showed that students' learning independence had increased.

The curiosity indicator for behavior seeking information related to subject matter from various sources or asking questions with a percentage of 86% there is 1 student in the category still in need of guidance, 12 students in the developing category, and 12 students in the cultured category.
The indicator of hard work for the behavior of completing assignments from the teacher without the help of others with a percentage of 86% there are 4 students in the category still in need of guidance, 6 students in the developing category, and 15 students in the cultured category.

The indicator of responsibility for the behavior of study habits with a percentage of 88% there is 1 student in the category still in need of guidance, 10 students in the developing category, and 14 students in the cultured category. Meanwhile, for the behavior of paying attention to learning with a percentage of 84%, there are 4 students with categories that still need guidance. 8 students in the developing category, and 13 students in the cultured category.

The independence indicator for the behavior of having confidence in doing school assignments with a percentage of 86% there are 14 students in the developing category and 11 students in the cultured category.

CONCLUSIONS AND RECOMMENDATIONS

Based on the formulation of the problem, research objectives, research results and discussions in the research and development of the CTL-based Civics Module, it can be concluded as follows:
1. Based on the results of the feasibility assessment by the Expert Team, a feasibility assessment was obtained by a material expert with a percentage of 90.63% (Very Eligible), a design expert gave a feasibility assessment with a percentage of 93.75% (Very Eligible), and a linguist gave a feasibility assessment with a percentage 96.88% (Very Eligible). Thus, it can be concluded that the CTL-based Civics module is very suitable to be used in the PPKn learning process for unity and unity material in 5th grade SDN 101835 Sibolangit T.A 2021/2022.

2. Based on the results of the assessment of the learning independence of grade 5th grade after using the CTL-based Civics module, the percentage of student learning independence was 86% with the criteria of Very Independent. By paying attention to the *N-gain score* on increasing student learning independence, the score g = 0.72 means that the increase in student learning independence is high. So it can be concluded that using the CTL-based PPKn module is effective in increasing the learning independence of 5th grade at SDN 101835 Sibolangit T.A 2021/2022.

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