

Development of Learning Design Module on P5 Learning: Improve HOTS of Vocational Students

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ABSTRACT

The implementation of Merdeka Curriculum in all educational units in Indonesia has a significant impact on the learning elements in it, including the impact on Vocacional School, which is a school with high demands for learning independence. This research aims to produce a *learning design module* product on P5 learning, especially the theme of work. *Learning design module* on P5 learning especially the theme of work has been developed through 3 steps: 1) Preliminary study, 2) Product development, 3) Product testing. The module was developed with the following elements: 1) Module profile and module objectives, 2) Subtheme 1 (self-recognition), 3) Assessment Rubric for Subtheme 1, 4) Reflection Sheet Subtheme 1, 5) LKPD Sub-theme 1, 6) Sub-theme 2 (equip yourself), 7) Subtheme 2 Assessment Rubric, 8) Reflection Sheet Sub Theme 2, 9) LKPD Sub Theme 2, 10) Subtheme 3 (Ability to Communicate Effectively), 11) Subtheme 3 Assessment Rubric, 12) Reflection Sheet for Sub Theme 3, 13) LKPD for Sub Theme 3, 14) Subtheme 4 (Exploration of Local Potential), 15) Rubric for Assessment of Subtheme 4, 16) Reflection Sheet for Sub- theme 4, 17) LKPD Sub Theme 4. Based on the results of product testing by media experts, material experts, and practitioners, it was found that more than 97% of the substance in the module was suitable for use and in accordance with the needs of learners.

INTRODUCTION

The implementation of Merdeka Curriculum in all educational units in Indonesia has a significant impact on the learning elements in it, including the impact on Vocational School, which is a school with high demands for learning independence. Vocational School is required to implement a new curriculum in class X, namely the Movers School curriculum, in which there is a new subject, namely Strengthening the Pancasila Student Profile (P5) with an allocation of 8JP each week (Kemdikbud, 2022). In implementing P5 Vocational School, the selected themes that must be implemented are: 1) Sustainable Lifestyle Theme, 2) Local Wisdom Theme, 3) Unity in Diversity Theme, 4) Build the Soul and Body Theme, 5) Voice of Democracy Theme, 6) Technological Engineering Theme, 7) Entrepreneurship Theme (Not required), 8) Employment Theme (Productive Subjects). The project to strengthen the profile of Pancasila students takes an allocation of 20-30% (twenty to thirty per cent) of the total lesson hours for 1 (one) year. In 1 (one) school year, P5 is carried out at least: a) 3 (three) projects with 2 (two) selected themes and 1 (one) Occupational theme in class X, b) 2 (two) projects with 1 (one) elective theme and 1 (one) Occupational theme in grade XI, c) and 1 (one) project with Occupational theme in grade XII vocational students. For vocational students, projects to strengthen the profile of Pancasila students can be implemented in an integrated manner in collaboration with partners in the world of work, or with communities/organisations and society (Kemdikbud, 2022).

Based on the results of the researcher's initial observation of the population of Vocational School in Malang Regency who have implemented the Merdeka Curriculum, the researcher identified an *urgent* problem to be given a solution, namely: there is an ambiguous tendency in the implementation of P5 subjects as new subjects. The Ministry of Education and Culture only provides a reference in the form of themes that can be taken while the design of the implementation of the study can be developed by each school (Puji, 2022). This makes each school have varying perceptions of the implementation of P5 because there is no learning design that can be fully applied so that sometimes schools only implement it to fulfil the obligation to implement this P5 subject.

Based on the problems that have been described, the general objective of this research is to provide a reference for the development of the implementation of P5 subjects that focus on the theme of employment as a compulsory theme at each level of grades X, XI, and XII in Vocational School through a concrete and comprehensive Learning Design Module. In addition, to provide learning experiences by optimising students' critical thinking skills (HOTS), a mapping-project learning model is needed that relies on mind maps as *student worksheets* to make it easier for students to map projects starting from *planning, actuating, organising, evaluating, and controlling* (Hamdah, 2022). The specific objectives of the research are as follows: 1) Developing a *mapping-project-based learning design module* in P5 subject on the theme of employment to improve critical thinking skills (HOTS) in vocational students, 2) Piloting the *mapping-project-based learning design module* in P5 subject on the theme of

employment at Vocational School in Malang Regency (limited scope), 3) Implementing the *mapping-project-based learning design module* in P5 subject on the theme of employment at Vocational School in Malang Regency (relevant/broader scope).

LITERATURE REVIEW

Learning in the era of industrial revolution 4.0

Learning in the era of the industrial revolution 4.0 is expected to form a digital generation that is creative, innovative, and competitive. and to achieve this, one of them can be done by optimising the use of technology as a learning tool during the pandemic so that it is expected to be able to produce outputs that can keep up with changes in online learning implementation. The impact of using technology in civic learning can have a positive influence, namely technology can improve learning achievement, increase teaching effectiveness, and technology integration can influence what and how the study of science should be studied and taught. The impact of the pandemic in the era of the industrial revolution 4.0 also allows learning to no longer be taught with conventional learning, but learning that can improve high level thinking skills (HOTS) (Graham, 2014) suggests that there are at least 4 competencies that must be possessed by teachers in the era of the industrial revolution 4.0, namely comprehensive assessment, having 21st century competencies: character, morals and literacy, presenting modules according to student passions, being able to do innovative authentic learning. To achieve 21st century skills, learning trends and best practices must also be adjusted, one of which is through integrated learning or blended learning (Latip, 2018).

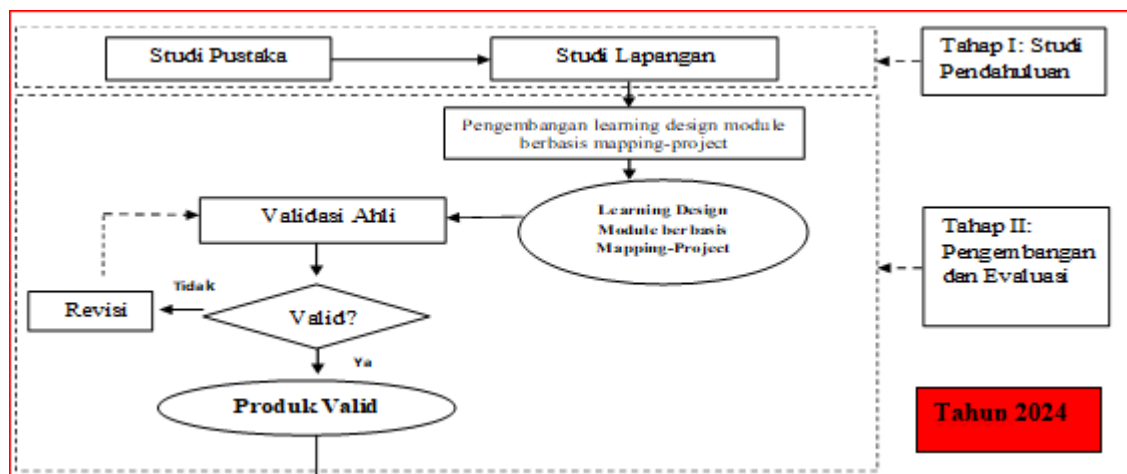
Learning to Strengthen the Pancasila Learner Profile (P5) in Vocational Schools

Vocational Schools are required to implement a new curriculum in class X, namely the Movers School curriculum, in which there is a new subject, namely Strengthening the Pancasila Student Profile (P5) with an allocation of 8JP each week (Uswatun, 2022) (Kemdikbud, 2022). In implementing P5 Vocational School, the selected themes that must be implemented are: 1) Sustainable Lifestyle Theme, 2) Local Wisdom Theme, 3) Unity in Diversity Theme, 4) Build the Soul and Body Theme, 5) Voice of Democracy Theme, 6) Technological Engineering Theme, 7) Entrepreneurship Theme (Not required), 8) Employment Theme (Productive Subjects). The project to strengthen the profile of Pancasila students takes an allocation of 20-30% (twenty to thirty per cent) of the total lesson hours for 1 (one) year. In 1 (one) school year, P5 is carried out at least: a) 3 (three) projects with 2 (two) selected themes and 1 (one) Occupational theme in class X, b) 2 (two) projects with 1 (one) elective theme and 1 (one) Occupational theme in grade XI, c) and 1 (one) project with Occupational theme in grade XII vocational students. For vocational students, projects to strengthen the profile of Pancasila students can be carried out in an integrated manner in

collaboration with partners in the world of work, or with communities/organisations and society. Educators have the flexibility to create, select, and modify the available project modules according to the context, characteristics, and needs of the learners.

METHODOLOGY

This research aims to produce a *learning design module* product on P5 learning, especially the theme of work. Media development uses the R&D approach in education (Borg and Gall, 1983) with modifications as proposed by Sugiono (Sugiono, 2012) with 3 steps: 1) Preliminary study, 2) Product development, 3) Product testing. The research approach is as follows:



Flowchart of Module R&D activities

RESEARCH RESULT AND DISCUSSION

a. Preliminary Study

The design of this P5 module begins with a preliminary study in the form of concrete analysis of the field situation. There are three analyses that researchers conducted, namely needs analysis, analysis of learner characteristics and project description analysis. The results of the P5 module observation are that the P5 module is indeed needed for project learning so that the teacher does not make up anymore to determine the dimensions that match the characteristics of the students, besides that project learning is directed again with the P5 module. Module as a learning resource that combines with character planting (Pujani, 2013), the researcher concluded that the P5 module is needed in the project learning process, especially on the theme of work.

b. Product Development

After conducting a preliminary study, the next activity is to develop a structured and systematic module as a reference for teachers to implement the P5 Project on the theme of work. In this activity, researchers involved teachers and a team of experts to develop the module in accordance with existing

learning practices in schools. The elements in the module were identified as follows: 1) Module profile and module objectives, 2) Subtheme 1 (self-recognition), 3) Rubric for Assessment of Subtheme 1, 4) Reflection Sheet Subtheme 1, 5) LKPD Sub-theme 1, 6) Sub-theme 2 (equip yourself), 7) Subtheme 2 Assessment Rubric, 8) Reflection Sheet Sub Theme 2, 9) LKPD Sub Theme 2, 10) Subtheme 3 (Ability to Communicate Effectively), 11) Subtheme 3 Assessment Rubric, 12) Reflection Sheet for Sub Theme 3, 13) LKPD for Sub Theme 3, 14) Subtheme 4 (Exploration of Local Potential), 15) Rubric for Assessment of Subtheme 4, 16) Reflection Sheet for Sub-theme 4, 17) LKPD Sub Theme 4.

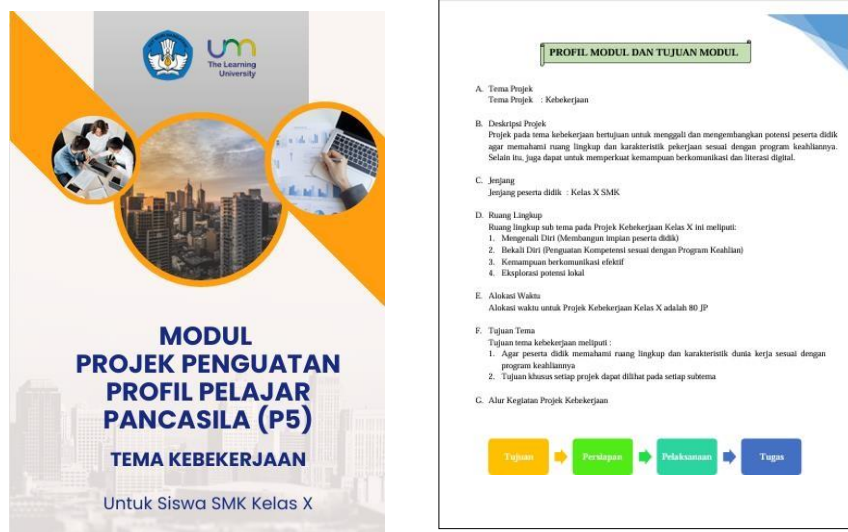


Figure 2. P5 Module on the theme of Employment Development Results

The module is developed and designed in an attractive, concise, clear, and comprehensive manner in accordance with the characteristics of modern learners. The module is equipped with concise teaching materials and a real case study-based case method to make it easier for students to understand the material even though they have to study independently. In addition, the module is also equipped with exercises in the form of answering questions or more complex exercises by adopting the application of project-based learning, namely producing a product either individually or in groups.

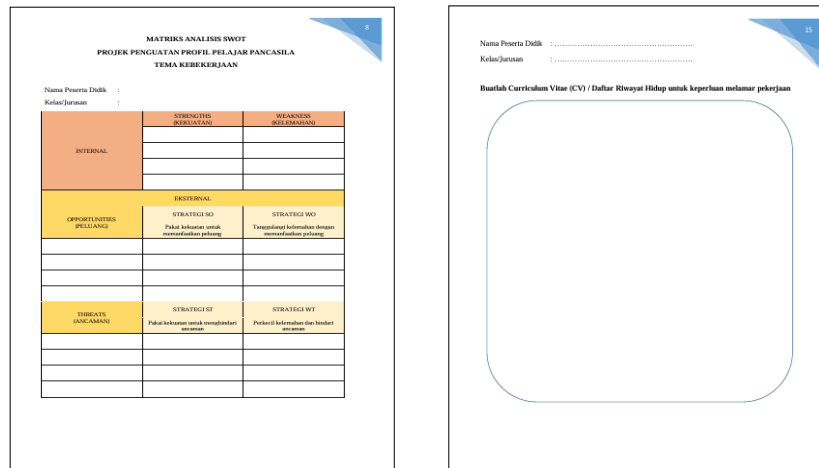


Figure 3. Display of LKPD in Module based on Case-based Method and Project-based Learning

c. Product Testing

The teaching module that has been developed is then validated, evaluated, given recommendations, and improved according to expert notes. The Pancasila Student Profile Strengthening Project Module has been validated by Media Experts, Material Experts, and Practitioners / P5 Coordinator Teachers. The rubric grids and the results of expert and practitioner validation are presented in table 1, table 2, and table 3 below:

Table 1. Media expert validation results

No.	Statement	Preferred Alternative				
		5	4	3	2	1
Module size						
1	Module size is in accordance with BNSP standards		v			
2	Appropriateness of margin and paper size in the module	v				
Module Skin Design (Cover)						
3	Module skin illustrations describe the teaching content/material and reveal the character of the object.	v				
4	Not using too many typeface combinations	v				
5	Module title colour contrasts with background colour	v				

6	The proportion of the font size of the title, subtitles, and supporting text of the module is more dominant and professional than the size of the module and author's name.	v				
Module content design						
7	Suitability of module material with learning objectives	v				
8	Use of font variation is not excessive	v				
9	Image suitability with text message (material)	v				
10	Suitability of formulas/tables with the material	v				
11	Spacing between lines in normal text	v				
12	Spacing between letters is normal	v				
13	Attractiveness of module appearance	v				

From the results of validation by media experts, a final score of 64 or 98.4% of the module was obtained. Notes from media experts are the improvement of the systematic presentation of material, assessment rubrics and LKPD.

Table 2. Material expert validation results

No.	Statement	Preferred Alternative				
		5	4	3	2	1
Aspects of Content Appropriateness						
1	Suitability of material with TP and Indicators	v				
2	Completeness of learning materials with systematic order and arrangement	v				
3	The material in the module is easy for students to understand	v				
4	The material in the module can motivate student learning	v				
5	The material in the module is appropriate for the students' ability level		v			
Aspects of Linguistic Appropriateness						

6	The language used is easy for students to understand	v				
7	The sentences used to explain the material are easy to understand	v				
8	Sentences used do not cause double meanings	v				
9	Conformity with good and correct Indonesian language rules	v				
10	The language used is appropriate to the level of development of students' thinking	v				
Presentation Aspect						
11	Sample questions in each learning activity are appropriate to the material	v				
12	Practice questions at the end of learning are in accordance with the material and learning objectives	v				
13	Supporting the presentation of material in the module (Reference)		v			
Aspects of Self-Study						
14	Modules can attract students' interest in learning	v				
15	Modules can help students learn independently	v				

From the results of validation by material experts, a final score of 73 or 97.3% was obtained so that the material in the module was feasible or in accordance with the learning needs of students. Notes from material experts are that the material in the module should be given references so that students are familiar with citations to avoid plagiarism of works. In addition, it is necessary to add more complex case studies to foster students' critical thinking skills (HOTS).

Table 3. Practitioner validation results (Teacher as P5 Coordinator)

No.	Statement	Preferred Alternative				
		5	4	3	2	1
Material Aspect						
1	Suitability of material with TP and Indicators	v				
2	Completeness of learning materials with systematic order and arrangement	v				
3	The material in the module is easy for students to understand	v				

4	The material in the module is appropriate for the students' ability level	v				
5	The images used are in accordance with the material	v				
6	The examples given are appropriate to the material	v				
7	The material in the module is clear and specific	v				
8	Suitability of case studies to the material	v				
Aspects of Linguistic Appropriatenes s						
9	The language used is easy for students to understand	v				
10	The sentences used to explain the material are easily understood by students	v				

From the results of validation by practitioners, namely the P5 coordinator teacher, the final score is 50 or 100% so that the overall content in the module is feasible or in accordance with the learning needs of students.

CONCLUSIONS AND RECOMMENDATIONS

The learning design module for P5 learning, especially the theme of employment, has been developed through 3 steps: 1) Preliminary study, 2) Product development, 3) Product testing. The module was developed with the following elements: 1) Module profile and module objectives, 2) Subtheme 1 (self-recognition), 3) Assessment Rubric for Subtheme 1, 4) Reflection Sheet Subtheme 1, 5) LKPD Sub-theme 1, 6) Sub-theme 2 (equip yourself), 7) Subtheme 2 Assessment Rubric, 8) Reflection Sheet Sub Theme 2, 9) LKPD Sub Theme 2, 10) Subtheme 3 (Ability to Communicate Effectively), 11) Subtheme 3 Assessment Rubric, 12) Reflection Sheet for Sub Theme 3, 13) LKPD for Sub Theme 3, 14) Subtheme 4 (Exploration of Local Potential), 15) Rubric for Assessment of Subtheme 4, 16) Reflection Sheet for Sub- theme 4, 17) LKPD Sub Theme 4. Based on the results of product testing by media experts, material experts, and practitioners, it was found that more than 97% of the substance in the module was suitable for use and in accordance with the needs of learners. Furthermore, the module can be tested in the field to see the effectiveness of its use.

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