Utilization of Learning Modules to Overcome Learning Loss in Elementary Schools

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Abstract

The purpose of this research is to see how learning modules can be well developed so that learning loss does not occur. Education in Indonesia applies K13; the orientation of the 2013 curriculum is an increase and a balance between attitude competence, skills and knowledge. In other words, the teacher is a facilitator, besides that the teacher must be able to develop the teaching materials used so that students do not feel bored and bored when learning mathematics. The ways that teachers can do to create and develop teaching materials include using an approach in the process of developing teaching materials, which are in accordance with the material to be delivered. One type of teaching material that can be developed by the teacher is a learning module. Research results show that the benefits for students in module development. One of them is to make it easier for students to understand the material, create effective learning and provide meaningful learning for students. The developed learning modules will be more useful and advance education properly to prevent learning loss from occurring.

I. Introduction

Modules are learning tools in written or printed form that are arranged systematically, contain learning materials, methods, learning objectives based on basic competencies or indicators of competency achievement, instructions for self-introductory learning activities and provide opportunities for students to test themselves through practice questions. presented in the module, (Hamdani, 2011:110). Currently education in Indonesia is implementing K13, the orientation of the 2013 curriculum is to increase and balance between attitude, skill and knowledge competencies. (Majid, 2014:28). In other words, the teacher is a facilitator, apart from that, the teacher must be able to develop the teaching materials used so that students do not feel bored and fed up when learning mathematics. Ways that teachers can use to create and develop teaching materials include using an approach in the process of developing teaching materials, which is appropriate to the material that will be presented. One type of teaching material that can be developed by teachers is learning modules.

The module has several components, namely: (1) student activity sheets, containing lessons that students must master. The arrangement of the material is in accordance with the instructional objectives to be achieved, arranged step by step so that it makes it easier for students to learn., (2) worksheets, accompanying student activity sheets which are used to answer or work on assignment questions or problems that must be solved, (3) student worksheet key, serves to evaluate or correct the students' own work results. (4) question sheet, contains questions to see students' success in studying the material

1961

presented in the module, (5) answer key for the question sheet, is a correction tool for assessments carried out by the students themselves.

Modules are materials that are edited and presented systematically to achieve the goals and abilities you want to achieve. Modules can be studied with minimal guidance from a teacher. Modules are written in language that students can easily understand, depending on their level of knowledge and understanding. The module must explain the basic abilities achieved by students, presented in good and interesting language, and accompanied by illustrations/pictures. We support material acquisition. This module has several features, including: a) Self-instruction. This means that the module helps students learn independently and minimizes the role of teachers and educators. b) Independent means containing the materials needed for the learning process. c) Independence means that the use of the module does not depend on teaching materials and other media. d) Adaptability, namely the module is expected to be able to adapt to developments in science and technology. e) User friendly in terms of the language used in the module. The data above can be concluded that the learning module is very appropriate for improving student learning. Learning modules are very appropriate to teach to students in elementary schools to improve learning.

As a result of online learning and the lack of online learning infrastructure, this not only has a psychosocial impact on students, but this of course also results in the loss of competencies acquired by students or what is known as learning loss. Various studies state that Learning loss refers to "any pecific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education" (Huong & Jatturas, 2020). Meanwhile, according to Pratiwi, et al (2020) states that learning loss is the loss of students' knowledge and skills in the academic field due to interrupted access to education. Learning loss in Indonesia occurs due to the low quality of teachers in utilizing technology during the learning process.

Loss of learning is the loss of knowledge and skills by academic students due to disrupted access to education according to Pratiwi et al. (2020). A nearly identical definition states that learning loss is "due to a specific or general loss of knowledge and skills, or a reversal of academic progress, most commonly long-term gaps or confusion in a student's education" (Huong & Jatturas, 2020). The occurrence of learning loss is mainly caused by socio-economic conditions and lack of parental education. Concerns about the loss of students' learning abilities due to the COVID-19 pandemic have recently become a topic of conversation in various parts of the world, including Indonesia. Minister of Education and Culture (Mendikbud) Nadiem Makarim (Jakarta, CNN Indonesia, January 2021) encouraged local governments to immediately hold face-to-face learning in schools.

The explanation above explains learning modules to overcome learning loss that occurs in education, especially in elementary schools. This research aims to provide education and knowledge to educators as well as open up the insight of educators to be able to develop learning modules well. Learning modules are very appropriate to be developed in elementary schools to build the knowledge of students who are directly given knowledge by educators.

II. Research Method

Qualitative research is research used to examine the condition of natural objects, where the researcher is the key instrument (Sugiyono, 2005). The difference with quantitative research is that this research starts from data, utilizes existing theory as explanatory material and ends with a theory. The aim of qualitative research is to explain a phenomenon in as much depth as possible by collecting data in as much depth as possible, which shows the importance of the depth and detail of the data being studied.

III. Result and Discussion

3.1 Learning Module

Modules are a type of printed teaching material. The difference between the module and other printed teaching materials is that in the module students can learn independently and contain concepts of teaching materials that can be studied by students themselves (self-instruction), so that students will actively learn (active learning). The module uses language that is easy for students to understand and is structured systematically so that students carry out all the activities in the module from stage one to the next through clear instructions for students to understand. The module developed by researchers is a thematic learning module. The theme chosen in the research and development of this learning module is Proud to be an Indonesian Nation with the sub-theme My Indonesia is a Rich Nation. The development of this module will provide a clear series of activities where the achievement aspects of each activity will refer to the four character education values that have been determined for learning in elementary schools. This is also a way of strengthening the creation of human resources who have noble character.

The module developed provides clarity for students and teachers as to what stages of learning they must go through, as well as providing an explanation of the assessment which is carried out with a transparent concept so that students can know their abilities in learning. This aims to provide students with an understanding from the start regarding aspects of their abilities and will be a consideration for teachers and parents regarding the development of students and their children. Concept analysis is carried out to define the shape of the module both in terms of the design of the module itself, as well as the content of the material that will be included in the module. The main concept of integrated thematic modules for elementary schools uses scientific learning methods, but the sequence of learning will be adjusted to KI and KD. And the theme prepared is the theme of Animal and Human Movement Organs, and is divided into 4 sub-themes (Maryanto, 2017a).

Learning module design When you want to develop it, you need to look at the aspects that need to be improved in developing the learning module. Aspects of sentence clarity and language obtained an average score of 22.5 with Good quality (B) while the expected ideal average score was 30, with an ideal percentage obtained of 85.00%. n clarity of sentences and language, it can be concluded that the module uses language in accordance with Improved Spelling (EYD), does not give rise to multiple interpretations, is easy to understand, and the material presented uses terms correctly; consistent terms, symbols, scientific/foreign language names; and using sentences correctly, and the image clarity aspect obtained an average score of 7 with Good quality (B) while the expected ideal average score was 10, with an ideal percentage obtained of 7.00%. The systematic aspect must show an assessment of the ease of understanding aspect, so it can be concluded that the module developed presents material that is familiar to students and creates a

pleasant atmosphere. Aspects of implementation, it can be concluded that the suitability of the media with (1) the learning objectives and (2) the concept of learning material, (3) the clarity of the description of the steps in student learning activities, and (4) the suitability of the type or form of assessment with the learning objectives is good.

The development of the module is due to several reasons, including: the learning carried out by teachers has been monotonous (Arini et al., 2021). Teachers only use textbooks provided by the government. The scope of material in the textbook is very broad, so by using modules where the material is narrowed down and puts more emphasis on students' actual conditions and experiences, understanding using the modules will be easier (S.Sirate & Ramadhana, 2017). The module will be able to support the teacher's role in the learning process so that learning will be student-centered. The theoretical explanation above is strengthened by the results of research data obtained such as the analysis stage of observation results in class III of Haduyang State Elementary School. To analyze the problems behind the module teaching material development research carried out before carrying out research to the next stage, data was obtained that students in class III of Haduyang State Elementary School had less interest in reading and more interest in pictures and colors in books. Terbukti bahwa siswa mampu membuat gambar bercerita. Apart from that, the classroom atmosphere seems conducive. Based on this, teachers have not been able to develop the students' strengths and skills in the teaching and learning process. The teacher demands that students just read. Meanwhile, they are more interested in pictures to further attract students to participate in learning.

Product Design Stage: Teaching materials are printed using A4 size paper. Module theme 3 sub theme 1 is arranged based on KD and indicators that appear in class 3. The material that appears in the module is also material that is in accordance with the required KD. Apart from that, the language used is also language that students can understand, so that students can easily understand the module. the. In adjusting the material, suggestions and input from material experts have also been sought. Development Stage, at this stage the module teaching material product is made according to a predetermined design. The module for theme 3, sub theme 1, is made from A4 paper on the inside of the module, while the cover of the module is printed using art cardboard which is then assembled in the form of a book using a spiral and with a customized design. After the module teaching materials had been revised according to the advice of design experts and material experts, the media were then tested in a limited trial and extensive trial. The limited trial was carried out on 5 students out of a total of 24 students in class III of Haduyang State Elementary School. After the limited trial has met the very practical criteria without revision, the next step is to carry out a wide trial. In this extensive trial, practicality test data is obtained from teachers and students, as well as effectiveness test data is obtained from students. The evaluation stage of extensive trial results or final revision is based on limited trials. Based on the results obtained, the module was revised again to improve the product. This revision was obtained from the results of a questionnaire filled out by teachers and students and then looking for tendencies in giving suggestions by students. The results of the evaluation given to improve the perfection of the teaching material product in the form of this module were 83% in the practical category with information that it could be used after minor revisions. The suggestion given by the teacher was the need for a slight revision in depth of the material to maximize the effectiveness of the module used by students.

3.1 Learning Loss

Learning loss occurs because students have difficulty concentrating on studying from home and complain about the severity of assignments from teachers. Apart from that, increased feelings of stress and boredom due to continuous isolation have the potential to cause feelings of anxiety and depression for children. From the teacher's perspective, they have difficulty managing distance learning and tend to focus. When completing the curriculum, as a result, learning time is reduced so that it is impossible for teachers to meet the teaching hour load. The survey results related to learning loss that occurred were as follows: 1) The main form of learning loss that occurred was that students felt they had learned less than when face-to-face learning in class took place, 2) Eight out of 10 students showed other forms of learning loss with stated that they could not access adequate learning materials, 3) Next, students said they did not learn anything as another form of learning loss, and 4) the fourth form of learning loss found by Save The Children was that 4 out of 9 children stated that they had difficulty understanding homework (homework) given by the teacher.

The emergence of learning problems during learning from home is caused by the unpreparedness of parents, teachers, children and the community to learn outside of school, because previously school was the only place for children to learn, the habit of considering school to be the only place to learn made students lose interest in learning. , students cannot learn because there are no teachers to teach them directly, this habit of learning to depend on teachers causes children who are less able to learn on their own by utilizing the resources available around them, the BDR (Learning From Home) program was launched to avoid the occurrence of learning loss. According to (Sulaeman, 2022) the factors causing this learning loss include the following: 1) The transition from PJJ (Distance/Online Learning) to PTMT (Limited Face-to-Face/Offline Learning) without proper transition treatment. Inadequate infrastructure and facilities in PJJ or PTMT learning, 2) Student motivation tends to decrease due to taking too long of PJJ, 3) The relatively short/limited duration of PTM has not been fully optimized in class, and 4) Lack of teacher knowledge in applying the latest learning models to deal with PJJ or PTMT (especially blended learning model).

Schools need to implement active learning, the results of research related to learning, learning loss must be corrected by the school, consisting of the principal and teachers. Learning innovation needs to be increased again. Research shows that the consequences of pandemic learning loss are not an easy problem. Several teachers explained that the learning model needed to be improved properly, learning innovation needed to be developed so that there were no clashes between teachers and students. Elementary schools have become their own color in improving innovative learning models so that learning loss does not occur. Education or what is called a teacher needs to provide a good stimulus for students so that they have a good interest in learning and are enthusiastic. The above explanation is reinforced by the explanation of Kalloo, Mitchell & Kamalodeen (2020) The need for teachers and schools to be flexible, adaptive and agile to unexpected events has been underscored by school closures due to COVID-19 and the rush to distance teaching and learning. (UNESCO Education Sector 2020). The push for a more democratic and inclusive educational process, This allows educators to advocate for their own rights as well as theirs. We think that an integral component of teacher education should be their students. during the 21st century.

To prevent learning loss, educators are able to plan better learning models and are able to invite their students to play an active role. Learning modules for both high and low classes need to be designed well so that students can participate in learning actively.

Through online learning, students also need to be well motivated. It seems that there are learning modules that are adapted to the lesson material that will be delivered by educators. The data above is reinforced by the following explanation, namely that the plan must consider the objectives, how effectiveness will be assessed, and how participants will participate. when change, and after training is expected to occur (Jeanne Dodd-murphy & Nancy Mamlin, 2010:15). In addition, special education teachers and communications experts can assist general education teachers in implementing plans, providing assistance with data collection, modeling, and ongoing problem solving. Collaboration among experts is beneficial. Ensure that the treatment plan is followed and goes according to plan.

Distance learning is less effective due to a lack of facilities and infrastructure, as well as a lack of preparation for technology classes as argued (Lubis 2020: 12). Students cannot participate in the online learning process, educators Modules are material that is systematically arranged in language that is easy for students to understand at their age and skill level, and can be studied independently with minimal instruction from the educator. The use of modules in learning is intended so that students can learn independently without a teacher or with a minimum of a teacher. During learning, the teacher only acts as a moderator. Modules are materials that are edited and presented systematically to achieve the goals and abilities you want to achieve. Modules can be studied with minimal guidance from a teacher. Modules are written in language that students can easily understand, depending on their level of knowledge and understanding. Modules should explain the basic abilities achieved by students, present them in good and interesting language, and attach illustrations/pictures to support mastery of the material.

Learning progress can be seen from learning modules to increase active learning so that learning loss does not occur (Richard Duschl, Seungho Maeng & Asli Sezen, 2011: 25). As part of the process of creating learning modules for students to avoid learning loss. Field results indicate that assumptions need to be made about the start of the learning path, the components of the trajectory, and the potential ending. The current capacity of students to understand a subject or carry out practice is largely the basis for the estimated starting point so that learning loss does not occur for students. Learning modules for students need to be designed by educators, the aim is to improve the quality of students' learning so that learning loss does not occur in the school. Many educators may need to be given training and direction to create learning modules for both high and low classes. By consulting the literature on students' initial interpretations and understandings of these issues, a starting point for design experiments can be determined presumptively for subjects that have undergone relatively thorough research for educators in creating learning modules for both low- and high-class students.

IV. Conclusion

Based on the data, it can be concluded that modules are a type of printed teaching material. The difference between the module and other printed teaching materials is that in the module students can learn independently and contain concepts of teaching materials that can be studied by students themselves (self-instruction), so that students will actively learn (active learning). Learning modules have benefits, one of which is making it easier for students to understand the material, creating effective learning and providing meaningful learning for students. For this reason, there are several things that the author can suggest, namely the author hopes that teachers can use modules or other teaching materials that can arouse interest in learning for students, create meaningful and enjoyable learning so that students understand better what they are learning. The development of the

module was due to several reasons, including: the learning carried out by teachers has been monotonous. Teachers only use textbooks provided by the government. The scope of material in the textbook is very broad, so by using modules whose material is narrowed down and puts more emphasis on students' actual conditions and experiences, understanding using the modules will be easier. The module will be able to support the teacher's role in the learning process so that learning will be student-centered. Learning Modules can improve more active learning so that learning loss does not occur. Learning loss occurs because students have difficulty concentrating on studying from home and complain about the severity of assignments from teachers. Apart from that, increased feelings of stress and boredom due to continuous isolation have the potential to cause feelings of anxiety and depression for children. From the teacher's perspective, they have difficulty managing distance learning and tend to focus. When completing the curriculum, as a result, learning time is reduced so that it is impossible for teachers to meet the teaching hour load. To prevent learning loss, educators are able to plan better learning models and are able to invite their students to play an active role. Learning modules for both high and low classes need to be designed well so that students can participate in learning actively. Through online learning, students also need to be well motivated. It seems that there are learning modules that are adapted to the lesson material that will be delivered by educators.

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