

Analysis of social science e-modules on the practicality of Learning PGSD students

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Abstract: *The researcher aims to develop the E-Module and see the practicality of using the E-Module. The method used in this research is research and development. The development model in this development research uses a 4-D model by following the steps: Define, Design, Development and Disseminate. Apart from that, there are also observations and interviews to see how far the practicality of learning using this E-Module is. E-Modules can increase students' interest in receiving elementary social studies learning. The developed E-Module has been tested by several experts and is valid in use and use so that it can be seen that this E-Module is very well used for learning. This e-module is also a practical medium in learning and can be used in any situation regardless of distance and time and can assist in the online social studies learning process for PGSD students.*

Keyword: Teacher Competency; E-Module; Elementary Social Science Learning.

Introduction

Current learning requires skills and development of a mindset according to the demands of the 21st century. The 21st century requires teachers to think creatively and positively considering the use of science and technology and learning by applying problem solving related to students' lives (Tabi'in, 2017) . Currently, several teacher abilities have developed, one of which is pedagogic ability (Kirana, 2011) . This is stated in the statement which states that pedagogic ability is a system or process of teaching students or learning subjects that are planned or designed, implemented, and evaluated systematically so that students can achieve learning objectives effectively and efficiently (Komalasari, 2010) . Therefore the teacher must have more abilities in learning and increase the ability to develop a material in a better direction. These abilities must be mastered by students majoring in PGSD who will later become teachers for the homeland and the nation. Students majoring in education must be able and have competence in mastering learning material so that when applying actual learning to students, conceptual errors can be avoided which have a major influence on student competence (Hamdani, 2011) . In line with the statement that PGSD students as prospective teachers must have learning competencies that exist in elementary schools with continuous material development (Kemendikbud, 2009) . Based on this, it can be seen that SD learning material is material that continues to develop at the elementary school level so that prospective teachers or teachers must be able to improve learning according to their basic capacities and abilities.

One of the important lessons is social studies learning, especially at the elementary school level. Currently, a curriculum has been developed that focuses on lessons in each field, one of which is social studies. IPS is a social learning that teaches about social life and social order (Sardjijo, nd) . This is in line with the statement that social studies is a core lesson that

students master from the basics so that social learning skills are achieved (Yasin., 2021) . In the social studies learning process in elementary schools, it requires a mastery of the basic social studies concepts to build students' understanding of social studies material. Mastery of basic concepts in social studies material greatly influences a person's behavior in everyday life. Regarding IPS material, it is very relevant to be applied in everyday life (Noviansah & Mizaniya, 2020) . Based on the statement above, it can be concluded that social studies learning is a basic learning that focuses on the social life of society and its order must be mastered from an early age by humans. Of course this learning requires adequate infrastructure in learning. One of the facilities needed is the development of E-Modules. Adequate infrastructure facilities must be adapted to learning activities in the hope that PGSD students understand what they have to do and develop.

Currently the modules used in PGSD student learning, especially social studies learning, are only adrift to traditional learning. This has an impact on the creativity of prospective elementary school teachers in teaching their students later. This statement is in line with infrastructure that is less supportive of learning, which can make students less understanding of the learning provided (Rahayu & Haq, 2021) . Of course, this statement is supported by the opinion that unsupportive infrastructure will affect the effectiveness of learning and lecture competencies, especially social learning (Komar & Winarsih, 2020) . Competence is defined and interpreted as a set of effective behaviors related to exploration, investigation, analysis, thinking, and giving attention to directions for someone to find ways to achieve certain goals effectively and efficiently (Mulyasa, 2011) . In order to achieve this goal, a systematic, practical, effective and enjoyable learning resource is needed for its users in order to achieve learning objectives (Trianto, 2010) . Therefore it is necessary to develop an SD IPS learning module for PGSD students. Studies on the development of IPS E-Modules are still developing E-Modules for learning IPS material at the Elementary School level (Nora et al., 2022) , Middle School level (Aryawan et al., 2018) , and High School (Fitriani & Sari , 2022) so there are no research results at the higher education level. The statement above is also supported by facts on the ground about the problems that occur in the field, namely the absence of standard references in the form of practical and systematic teaching materials for social studies learning lectures at SD PGRI Kanjuruhan University related to the material on basic IPS concepts, so students are very dependent on lecturers. to provide material for the basic concepts of social studies in learning social studies in elementary school. This shows less independent and less creative students. Especially during lectures during the Covid-19 pandemic which had to be done online, so that communication between students and lecturers can be said to be very limited. This condition is not to mention the problem of internet connection which is not smooth in various areas where students live.

Based on this, it is a consideration for researchers to develop teaching materials in the form of e-modules which are expected to assist students in learning related to this material. In addition to teaching material to students, module development on this material also trains the skills of students or students in making and developing learning tools. Meanwhile, e-modules have the same function as print modules, but are in the form of files in computer

applications, making them easier to carry around. The purpose of this study was to develop and analyze the results of the development of SD IPS Learning e-modules for PGSD students as an effort to improve competence in mastering IPS material.

Method

This research is research development (Research and Development). The development model in this development research uses a 4-D model by following the steps: *Define, Design, Development* and *Disseminate* (Thiagarajan, Si, Semmel, DS, Semmel, 1974) . This development process relates to activities at each stage of development. The final product resulting from the development is evaluated based on the specified product quality aspects. In this study, the product developed was in the form of learning e-modules or teaching materials. This study uses several instruments as a form of practical support for the use of the E-Module for Elementary Social Studies learning for PGSD students. Some of the instruments used include e-module feasibility questionnaires , observation and documentation. Feasibility questionnaire to measure the validity of the e-module from the aspect of material content, media, and language used in the e-module. The observation aims to see how practical the E-Module is used by students in learning social studies in elementary school. Data analysis used in this study was in the form of simple quantitative data analysis to calculate the average results of the E-Module feasibility and practicality questionnaire and qualitative analysis of the input results of the validators and student income as users of the Elementary Social Science Learning E-Module.

Results and Discussion

Based on the results of research on the analysis of the development of E-Modules in the practical use of PGSD students in Social Sciences Elementary School courses as follows:

1. The product of the development of an E-Module for SD IPS learning for PGSD students

IPS learning is one of the important lessons for the basic provision of elementary school education. This is in line with the statement that social studies learning is the basis of social learning that students must master from an early age (Parni, 2020) . In line with social studies learning, elementary schools can make students understand how to socialize and social order (Saputra, 2009) . Based on this, of course, prospective elementary school teachers must master social studies learning in accordance with predetermined categories. The development of social studies learning in SD must be carried out in stages in the form of infrastructure or community resources. One of the required infrastructure facilities is the E-Module development product . E-Module development is intended where there is continuity between existing technology and current learning modules. E-Module is an electronic module that can be accessed anywhere and anytime according to learning needs (Akhmadi et al., 2022) . This is in line with the statement that the E-Module is an effective module used by students in distance learning regardless of time and distance (Atmaja et al., 2021) . Therefore learning using the E- Module development can be used by PGSD students as a place to study

Social Sciences SD material even though it is remote. The following is a display of the Elementary IPS learning E-Module in Social Studies learning for PGSD students:

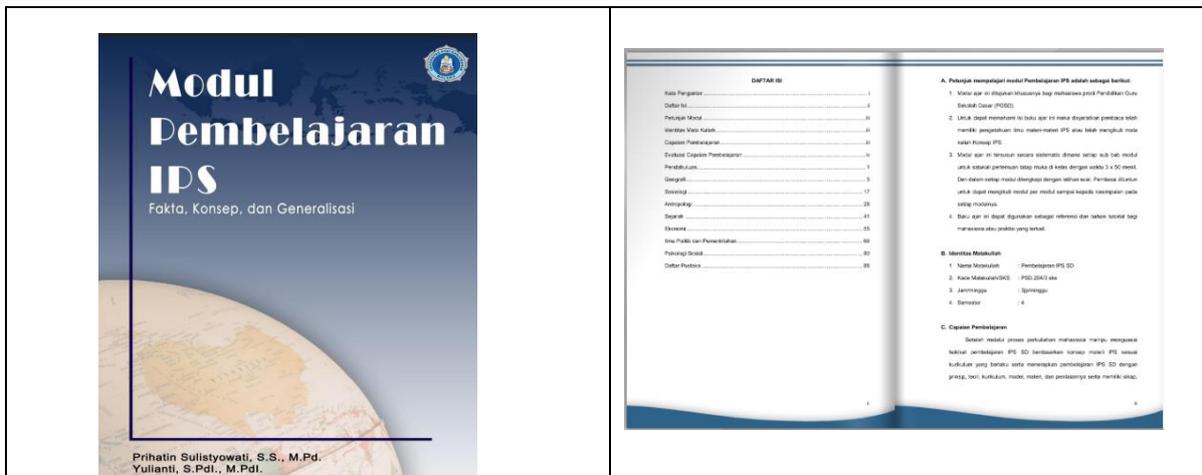


Figure 1 Cover page and table of contents as well as instructions for using the IPS SD Learning E-Module

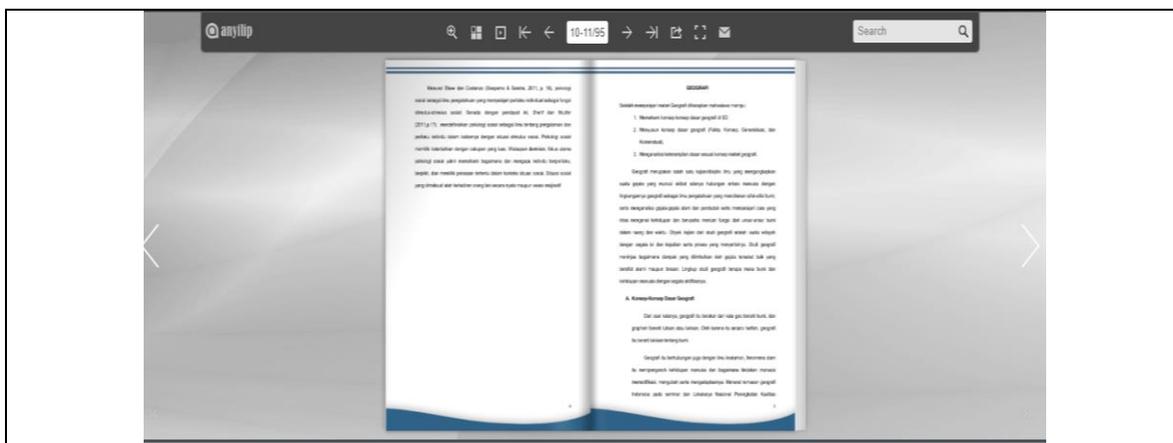


Figure 2 Contents of the E-Module on the Geography concept material using the Anyflip application

Figure 1 shows the cover design of the E-Module although it is simple but attractive because its appearance matches the characteristics of the worldwide IPS. In addition, there is also a table of contents to show the materials contained in the E-Module and to show the location of each material so that it makes it easier for readers to find the topics needed and on the next sheet there are instructions for using the E-Module for students. Figure 2 shows the contents of the material and the appearance of the E-Module in the Anyflip application. This E-Module development product is intended for social studies with the help of a computer or cellphone with several interesting features that will invite students to learn creatively and anywhere . This is in line with the E-Module which has interesting features that can create good stimulation and positive stimulus for students (Tamrin, 2021) . This statement is supported by the opinion that E-Modules can stimulate students to use stimuli to become more critical and creative individuals because of media that can be used or used anywhere (Herawati & Muhtadi, 2018) . Based on this, it can be seen that the development of E-Modules is very important for the learning activities carried out between teachers and PGSD students. In addition, the development of this E-Module can be used as an example by PGSD students

in making learning media for elementary school children according to their respective classes in order to streamline and increase students' interest in learning.

2. Analysis of the product validity of the development of E-Module social studies SD learning

The published E-Module development products will certainly be validated according to the quality of the existing books. To find out the validation of the material in the SD IPS learning module that has been developed, it is necessary to analyze the material in the SD IPS learning module on the results of material expert validation on the validation sheet instrument. So that data is obtained in the form of a value determining the level of validity of the material in the Social Sciences Elementary School learning module. The results of the validation of material experts and their categories can be seen in table 1

Table 1. Level of Validity of Elementary Social Science Learning Module

No.	Rated aspect	Validity level	Category
1.	Content Eligibility Aspects	77%	Valid
2.	Presentation Feasibility Aspects	85%	Valid
3.	Aspects of Language Feasibility	80%	Valid
4.	Aspects of Contextual Assessment	86 %	Very Valid
	Average	82 %	Valid

Based on table 1, suggestions and revisions from material expert lecturers aim to improve and improve the product quality of the Social Sciences Elementary School learning module . It can be said that it is valid for use in the field but needs revision with an average percentage of 82%. The E-Module product developed is valid and in accordance with the social studies taught in the elementary school being taught. So that it can be said that social studies learning in elementary school can be helped and developed by the practical and effective e-module for learning social studies in elementary school. The same thing was also conveyed (Herawati & Muhtadi, 2018) that the level of feasibility of the E-Module is through an expert validator's assessment of each component, both material content, language, and E-Module design.

3. An analysis of the practicality of using the E-Module for Elementary Social Studies learning for PGSD students

The results of the practicality test of Social Science Elementary School learning obtained data through a student response questionnaire. For the results of the student response questionnaire, it got a percentage of 78.84% in the practical category. This shows that learning Social Sciences at Elementary School meets practicality, according to previous research conducted by Atmaja (Atmaja et al., 2021) , which shows practicality by getting an average percentage of 85.71% in the practical category. With this in mind, the Social Sciences SD learning module has fulfilled the practicality of being able to be used by students as a companion book or companion module that can help add learning resources for students . (2021) . The advantages of studying using the SD IPS learning module are that in the module material students do not only learn from the module but students are also taught to be able

to relate material to everyday life material and the latest news related to the material. Students can broaden their knowledge so that they will bring up various ideas in compiling generalizations based on facts in the field as a drafter of concepts that form the basis of generalizations. These facts will be related to contextual conditions. From a comparison of the results of research conducted by previous researchers and the results of the researchers, it can be concluded that Social Studies SD learning is appropriate for use in the main and companion modules as learning for students in the learning process of understanding differences in facts and concepts, differences in concepts and generalizations, exploring contextual material so that they can develop good mastery of the concept. This will be a provision for teaching skills so that conceptual errors do not occur and facilitate student acceptance later. Therefore it can be proven that this E-Module is very useful and practical in learning social studies in elementary school so that learning becomes effective and can be used as a reference for PGSD students in developing the E-Module.

Conclusion

The results of the implementation of the development of the SD IPS Learning E-Module as a practical form of IPS learning media for PGSD students can be concluded as the development of the SD IPS learning E-Module is one of the learning solutions, especially during the Covid-19 pandemic. The development of this E-Module is in the form of an electronic book using the Anyflip application which was developed so that students can access it anytime and anywhere, especially in distance learning. The developed E-Module has been tested by several experts with the result that the E-Module is valid and can be used for social studies learning for PGSD students. This E-Module was tested with an analysis of the practicality of its use and the result was that this E-Module was very practical and could be studied anywhere without any distance or time constraints. In addition, this E-Module can be used by PGSD students as a media reference during direct learning in elementary schools.

Suggestions that can be written and taken in this E-Module development activity can be refined again with a more attractive design according to the needs of education and science and technology development. In addition, other researchers can increase the practicality and development of features in the E-Module with more varied learning activities and can be used by all learners.

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