Development of A Maize-Oriented Social Skill Based E-Module for Class V Elementary Schools

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Abstract: E-Modul is a form of media presentation of self-study teaching materials that are arranged systematically and presented electronically. The purpose of this development research is to produce e-modules based on social skills Corn-Oriented that are valid, practical and effective. This development research uses a 4D model consisting of 4 stages, namely (1) define (defining); (2) design (design); (3) develop (development); (4) disseminate . The subject of this research is the fifth grade students of SDN Gili Barat. The results of the validation of the learning design are 82.5%. The avarage results of the validation from linguists, materials experts and teaching materials design experts were 94.79%. The average result of the questionnaire responses of teachers and students is 98.69%. The results of the teacher activity observation sheet are 100%, the student activity observation sheet is 97.4% and the learning outcomes on the classical completeness criteria are 100%. The conclusion of this development research states that the corn-oriented social skills-based e-module is valid, interesting and effective so that it can be used in learning.

Keywords: E-Module, Based On Social Skills, Corn

Abstrak: E-Modul sebuah bentuk penyajian media bahan ajar belajar mandiri yang disusun secara sistematis dan disajikan secara elektronik. Tujuan penelitian pengembangan ini adalah menghasilkan e-modul berbasis keterampilan sosial berorientasi jagung yang valid, menarik dan efektif. Penelitian pengembangan ini menggunakan model 4D yang terdiri dari 4 tahapan, yaitu (1) define (pendefinisian); (2) design (perancangan); (3) develop (pengembangan); (4) disseminate (penyebarluasan). Subjek penelitian ini adalah siswa kelas V SDN Gili Barat. Hasil validasi desain pembelajaran sebesar 82.5%. Hasil rata-validasi dari ahli bahasa, ahli materi dan ahli desain bahan ajar sebesar 94.79%. Hasil rata-rata dari angket respon guru dan siswa sebesar 98.69%. Hasil lembar observasi aktivitas guru sebesar 100%, lembar observasi aktivitas siswa 97.4% dan Hasil belajar pada kriteria ketuntasan klasikal sebesar 100%. Kesimpulan pada penelitian pengembangan ini menyatakan bahwa e-modul berbasis keterampilan sosial berorientasi jagung valid, menarik dan efektif sehingga dapat digunakan dalam pembelajaran.

Kata kunci: E-Modul, Keterampilan Sosial, Jagung

INTRODUCTION

A very common and important activity in human life is education. Education is essentially a human effort to humanize humans themselves, namely as a form of civilizing humans or glorifying human humanity. Human potential is one of the determinants of the success of a nation and state in realizing national goals with the support of its abundant natural resources (Utami, 2015). Education should not only focus on science, but also focus on the sense of responsibility, manners, cooperation, empathy and sympathy that need to be added to each student (Arifmunandar et al., 2018). Education in Indonesia has undergone many changes with the aim of making the nation smarter. In this case, the change is realized by updating the curriculum, where currently the 2013 curriculum is used in Indonesia. The government evaluated the previous curriculum and carried out trials on the implementation of the 2013 curriculum before using the 2013 curriculum as the main reference in education. The previous curriculum had several shortcomings, including several competencies that had to be developed, for example the

application of character education, active learning in the learning process which in theory was student-centred, but in reality in the field many schools are still teacher-centred (Sari et al., 2018).

The success of Indonesian education starts with elementary school (SD) students. However, today's elementary school students are known to be very different from the people of their own countries. One of the factors that supports the achievement of educational goals at the basic education unit level to form a more complex foundation for independent living skills is globalization. In this era of globalization, civil society, nation-state and globalization are three important factors that have the potential to influence the lives of Indonesian people (Putra et al., 2018). The entire society must adapt to the changes and developments that occur because they cannot be avoided. including people related to education, especially educators. The world of education is also experiencing changes and improvements, education is not just a process of transferring information from educators to students (Pratiwi & Alimuddin, 2018). However, there are many other things that are important for the progress of education, especially in humanizing humans. According to public authorities, the proficiency requirement in this world time is working with school systems and administration. Educational programs include efforts to foster human potential that combine knowledge, close to home, language, style, social, other world views, as a work to adapt to the progress and progress of innovation and data flows (Wahyuning et al., 2017).

According to Fajri (2018), the 2013 Curriculum takes a scientific approach and includes several scientific activities such as observing, asking, reasoning, trying, processing, presenting, concluding and communicating. Using a scientific approach can help students learn more actively based on activities, which is one of its advantages. With logic exercises, students can further develop aspects of attitudes, knowledge and abilities. The 2013 curriculum not only uses a scientific approach but also thematic learning, or teaching methods that combine various subjects and competencies. Students in elementary schools no longer allocate their time to subjects such as mathematics, science and Indonesian; instead, they focus completely on one topic. There are still many challenges in thematic learning. The distribution of teaching materials in the form of books to schools and the students who follow them is one that has a significant impact on the learning process.

An interview with a class V teacher at SDN Gili Barat on September 8 2021 revealed that this school has been using the 2013 curriculum since 2014. The class V teacher explained that there are two classes, class VA and class VB, with an average age of 11 years. The teacher said that in class V students' learning styles tend to prefer interacting with each other, such as communicating, discussing, collaborating and working together. However, because teachers do not understand these social skills, they never implement social skills-based learning. On the other hand, teachers often use conventional methods such as lectures or questions and answers. According to research, there are not enough activities that teach students to take turns or share, respect each other, help each other, follow instructions, control emotions, express opinions, and accept opinions. Additionally, there are not enough activities that teach students to take turns or share. As demonstration material in class, educators only use topical books provided by the school. Teachers only use books provided by the school because teachers and schools do not develop other teaching materials to help students learn in class. The class teacher went on to say that due to the lack of social skills, students interacted less with each other because they were only interested in learning from books that were less interesting and interactive. Teachers rarely use skills such as problem solving, oral and written communication, respect for others, working with a variety of people, and the ability to adapt to the environment to improve students' social skills. This is because students are rarely given learning activities that use corn material and questions or activities based on social skills. SDN Gili Barat is trying to carry out offline learning during this pandemic; Therefore, not all students do offline learning, but there are also those who are still online according to schedule. Researchers also found that online learning is very ineffective because it only allows students to give assignments without clear feedback. In fact, according to the homeroom teacher's explanation, all parents have joined the study group and

nowadays the majority of children are smarter than their parents in using technology. According to the class teacher's explanation, having an electronic module with a corn theme and a focus on social skills is beneficial because students are already familiar with corn and already know what it is because the majority of their parents are farmers. As a result, this electronic module can be used as an alternative teaching resource by teachers.

Apart from the findings of interviews and observations carried out in class V of SDN Gili Barat Kamal, the researcher looked at the learning activities carried out by the teacher in limited face-to-face classes, where he taught students who had unusual absences at that time. Researchers also conducted cellphone observations in the VA-B class WhatsApp group. This shows that learning is not yet fully ready to use innovation-based media or teaching materials. Teachers are also limited in providing materials or assignments for students to complete in student thematic books and cannot fully design and create technology-based media and teaching materials. Based on this, it can be seen that students' responses to online learning are not reciprocal so that learning is less interactive and active because only thematic books provide material and answer questions. After observing that there were no activities that taught students how to take turns or share, how to appreciate or respect each other, how to help each other, how to follow instructions, how to control emotions, how to express and accept opinions, or how to take turns or share.

Only student books contain learning activities for taking notes, remembering, and working on questions during class. Learning that makes students less interested in learning activities and makes them increasingly bored. The nature of learning as a whole is still low, one of which is caused by the immaturity of the extraordinary skills of educators. Learning is encompassed by figuring out how to remember words, realities or strategies. According to Parji & Andriani (2016), graduates of this school lack creative thinking skills and language skills, as well as problem-solving skills. The same thing also happens at SDN Gili Barat Kamal, where teachers still rely on theme books and traditional learning methods, especially in class V. This makes students tired, indifferent and less focused on learning. Students continue to be self-centered and individualistic, only wanting to be with the group of their choice. Students who understand the material will generally not be interested in students who don't. so that student interaction is less developed and has less impact on learning outcomes.

Teachers need to use new innovations in teaching materials to support the learning process, especially with students' understanding of local wisdom, as one way to create active students with students developing social skills. Corn is one of the local wisdoms in Madura. Madura is one of the corn-producing islands in Indonesia, around 4,000 hectares of Madura Island are planted with corn (Luqman et al., 2020). Because corn is one of the main food commodities after rice, it has high economic value and has the potential to be developed to answer increasing demand. Corn is often found in the surrounding environment, especially among students at SDN Gili Barat Kamal, where the school location is surrounded by rice fields and people's houses. With corn-based interactive ability-based performance materials, students can build understanding to interpret corn that is familiar to them.

Learning activities that require students to interact and communicate with each other orally and in writing are one way that social skills-based teaching materials facilitate interactions that can be used in the classroom. Demonstration materials are materials or data, devices and texts that are deliberately arranged which students will master and use in learning to organize and focus attention on the implementation of understanding. Demonstration materials must contain facts, ideas, standards and methods that are meaningful and meaningful. prepared based on marker plans and ability achievements (Fajri, 2018). Teachers can create a learning process that is tailored to students' characteristics and environment with the help of teaching materials. According to Diver (2018), "good learning" refers to an educational method in which a teacher is placed in a position to motivate, facilitate, and guide students as they build their own knowledge. This is done by assigning teachers to design a learning process that suits the students' characteristics and environment. Written or unwritten materials can serve as teaching materials. Modules are one type of teaching material, and E-modules are a set of electronic teaching materials designed to

help students achieve the desired learning outcomes (Maharcika et al., 2021). This e-module is an ICT-based module. Its interactive nature makes it easier to use than printed modules, allows you to display and load images, audio, video, and animation, and has formative tests and quizzes that give you fast, automated feedback (Suarsana & Mahayukti, 2013). Student interest and motivation in the thematic learning process is greatly enhanced by the use of this electronic module.

An integrated thematic approach is currently used in primary education. Coordinated topical growth experiences must be planned in such a way by educators by considering the potential and qualities of their respective regions, one of which focuses on social qualities as neighborly skills (Putra et al., 2018). It is an interdisciplinary, multidisciplinary and transdisciplinary integration based on an integrated thematic curriculum implemented in 2013. Therefore, in elementary schools, thematic learning combines the dimensions of attitudes, knowledge and skills into one unit; also combines the Core Competencies of each subject so that each subject still has its own Basic Competencies; it connects subjects with the environment around them; and combining competencies from several basic lessons to combine them with each other so that they strengthen each other (Sari et al., 2018).

Social skills are very important in learning. According to Seefelt and Barbour (1994:57-59) social skills include: skills in communicating, sharing, working well, and participating in community groups (Bali, 2017). The skills aspect includes social skills and intellectual skills, so that students are responsive to social problems around them and are able to collaborate with other people in everyday life.According to (Alwansyah, Edy Purnomo, Pargito, 2015) indicators of students' social skills achievement are: (1) the ability to take turns or share, (2) the ability to appreciate orrespect, (3) ability to help or assist, (4) ability to follow instructions, (5) ability to control emotions, (6) abilityconvey opinion, (7) the ability to accept opinions.Students' social skills are taught so that they can live and work together, participate, and respect the rights of others. Having social responsiveness and having the option to control oneself in public activities (Indrastoeti and Mahfud, 2015). The social skills of basic education graduates are still very poor, and participation in various community activities is also decreasing. However, the embodiment of social values developed in schools is not yet visible in everyday society.

Apart from the results of interviews and observations, researchers also distributed questionnaires to class V students at SDN Gili Barat on Wednesday, September 13 2021 to find out students' knowledge regarding current learning using thematic books. From the results of the student response questionnaire regarding the learning process which was only based on theme books and knowledge about social skills and corn, the results of the student questionnaire recap were distributed to 10 class V students. The results of the student questionnaire showed that 8 students said they liked thematic learning, 2 other students did not likes thematic learning. 9 out of 10 students stated that thematic learning was easy. 10 students stated that they did not have books other than thematic books from school. 7 out of 10 students stated that the thematic books they owned were not interesting. 10 students stated that they enjoyed learning in groups and working together, but 10 students did not know about social skills and also 10 students stated that they had never carried out learning by practicing the ability to take turns or share, the ability to appreciate or respect, the ability to help or assist, the ability to follow instructions. , the ability to control emotions, the ability to express opinions and receive opinions. Then the 10 students knew about corn, but these 10 students had never studied using corn. 7 out of 10 students stated that they were not enthusiastic about doing the assignments given by the teacher even though 10 of these students liked interesting books or pictures and enjoyed learning through video/audio which was supported by their parents because 10 students stated that they provided facilitiescellphone.

From these results it can be seen that new innovations are needed to train students' social skills in learning. A student's success in school is not only measured by how well they can think, but also by how well they can feel and move. Respect for one another should be a requirement in all social interactions, both inside and outside of school, and it should be considered of utmost importance. Therefore, starting from elementary school, students need to be taught and taught how to develop social skills.

So the research conducted by this researcher is also supported by several previous studies. Some of these studies are; (1) Development research using HOTS-based E-modules which has been carried out by previous researchers by Arista Kustyamegasari (2021). This development research uses a 4D model. This research aims to determine the validity, attractiveness and effectiveness of HOTS-based e-modules in theme 7 subtheme 1 grade 5 elementary school. The results of this research are from validation by material experts, teaching material design, learning design and language. The validity of the E-module obtained from the validator was 93.5% (very valid), the attractiveness of the student response questionnaire and the teacher response questionnaire obtained 92.5% (very interesting) and the effectiveness obtained from the teacher activity sheet was 88% (very effective) and the percentage of completion 100% in the complete category. The similarity with this research lies in the teaching materials developed, namely using e-modules which contain one sub-theme.

Relevant development research (2) is research conducted by Dwi Mirza Yanti (2018). This development research uses a modelBorg and Gall. The aim of this research is to create social skills-based teaching materials for fifth grade students at SD Negeri 027977 Binjai. The findings of this research are as follows: a) shows that the material considering interactive abilities has met valid standards, the feasibility of further developing the performance material is closed considering the post-trial consequences of students in the large scope test phase where already 48% were declared complete, increasing to 76 students who The total stated for the exam class, the result of the Matched T Test is a sig(2-followed) value at SDN 020977 Binjai of 0.000 < 0.05, so it can be assumed that there is a big difference between the friendship exam learning results in the pretest and posttest. The attractiveness of teaching materials is based on teacher and student responses, as well as the average validity test results reaching 92 percent in the valid category. Apart from that, the sig(2-tailed) value at SDN 050701 Hinai is 0.001 - 0.05, indicating that there is a real difference between social studies learning in the pretest and posttest data. The similarity with this research lies in the learning tools developed, namely teaching materials and social skills.

Relevant development research (3) was carried out by Muhaimin H. Lamahala, et al. (2018). This development research uses the Research and Development model. Based on local wisdom, this research aims to identify the epidermal tissue of corn plants (Zea mays L.) growing in Kupang City as an additional resource for elementary school science learning. The leaflet product has been validated by validators and is suitable for use in the field with a slight revision of 3.5 results from the anatomical characteristics of corn. This research equation is based on corn.

METHOD

Development research carried out by researchers uses the 4D development model. The reason the researcher took the 4D development model refers to the theory of Mulyatiningsih (2019: 195) which explains that in development research, this model is often used in the development of teaching materials such as modules, student worksheets and textbooks. This model also has 4 steps consisting of: Define (definition), Design (planning), Development (development), and Disseminate (dissemination). This is in accordance with the expected goal in this development, namely developing corn-oriented social skills-based E-Module teaching materials that meet the criteria for feasibility, effectiveness and characteristics of the E-Module form in theme 8 subtheme 1 Defining the 4D development model is the first thing that needs to be done. At the definition stage, this stage is also often referred to as needs investigation. There are four steps that must be completed in this development research at the definition stage: curriculum analysis, analysis of student characteristics, material analysis, and formulation of objectives. The next stage, namely planning or preparation, has 4 stages, the first is collecting test models, the second is selecting media, the third is choosing the type of learning demonstration and the fourth is compiling/basic model. There are four steps in this planning stage: creating test criteria, choosing media, choosing a lesson presentation format, and making an initial plan or

prototype. The final stage of research and development of 4D models is the dissemination stage. Items that have gone through a modification or improvement process as the final result of improving the e-module based on corn-based interactive capabilities will be disseminated widely.

Trial design is the flow of the trial design that researchers will carry out in this development research. The quality of the results of development research can be measured through trials of development products whose validity has been tested. Product development needs to be tested to build confidence in the results of development research, as well as measure the effectiveness and attractiveness of the product.

The next step is to test the corn-based social skills-based e-module development product which has been confirmed as valid by experts. In 4D floating models, there should be limited testing and implementation trials. If the results of limited trials and implementation trials show that the e-module based on corn-based interactive capabilities meets the adequacy and attractiveness model, then at that time the e-module product is announced as the final result. However, researchers must improve or revise the product based on suggestions and feedback received during limited trials and implementation trials if it has not been declared effective and attractive at the time of limited trials.

Six students from the VB class at SDN Gili Barat were selected as limited trial subjects for learning to develop this e-module. Two students have high ability, two students have medium ability, and two students have low ability. Rohman and Amri, as stated in Mahardika, 2021: 54) Subject selection requires a minimum of five to ten students who are different from those used for the initial research and are selected to reflect the characteristics of the population. The next trial will follow a limited trial. The initial implementation was to use groups with a larger number of students.

Rohman and Amri (2016) stated: 149) selected around 20 students with different qualities (level of knowledge, foundation, orientation, age, learning progress, etc.) according to the attributes of the target population. Therefore, as implementation test subjects, researchers used 21 VA class students at SDN Gili Barat with varying levels of understanding, ranging from high, medium, to low.

By using qualitative and quantitative descriptive analysis, data collection methods are managed by processing data from expert validation and target trials. Data in the form of responses, criticism, and suggestions collected from learning design experts, media experts, material experts, language experts, student response questionnaires, teacher response questionnaires, and teacher activity sheets, as well as the results of interviews with teachers, are examples of qualitative data. Student learning outcomes, teacher response questionnaires, teacher activity sheets, expert validation test questionnaires, and data in the form of numbers are examples of quantitative data. Then, data analysis will answer the objectives of the development research, namely whether the corn-oriented social skills-based E-Module is effective, interesting and valid.

RESULT AND DISCUSSION

One type of product development research has been carried out by researchers in the form of teaching materials, specifically corn-based social skills learning e-modules on theme 8 subtheme 1 in class V of elementary schools. The social skills-based learning e-module will be evaluated for its validity, attractiveness and effectiveness as a result of this development research. Expert validation results show the validity of the learning e-module. Teacher and student responses to the questionnaire revealed fascination. Adequacy must be seen from the teacher's movement perception sheet, student action perception sheet and student learning outcomes.

Corn-based interactive ability-based e-modules can be communicated as demonstration materials or learning assets that can help students find out material for topic 8 sub-topic 1 and further develop students' interactive abilities. In this situation, the teacher's role is to facilitate the student's learning process. By utilizing technology, researchers create e-modules that can be

packaged like electronic books and are called e-modules. Apart from that, the use of applications and technology in presentations. Lessons 1, 2, and 5 in theme 8 subtheme 1 grade V elementary school, which cover topics such as natural science (IPA), Indonesian language, and arts and culture and crafts (SBdP), are included in this e-module.

Figure 1. example of e-module in the application

The corn-oriented social skills-based e-module teaching materials have gone through test results for validity, attractiveness and effectiveness. Validity data can be seen, namely the percentage of results from learning design expert validation of 82.5%, language expert validation of 96.87%, material expert validation of 95%, and teaching material design expert validation of 92.5%. The percentage results obtained by each expert then obtained an average combined value of 91.72%.
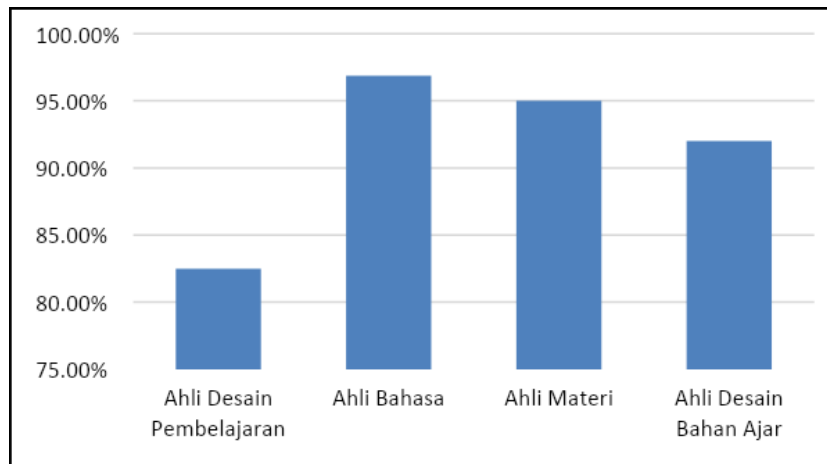

Figure 2. expert validation result

Teacher and student responses to limited trials Teacher and student responses to implementation trials Teacher and student responses reveal the results of the corn-based social skills e-module attractiveness test. In limited trials, the teacher response questionnaire got a response rate of 100 percent, and the student response questionnaire got a response rate of 98.5%. The limited trial attractiveness test resulted in a score of 99.25%, indicating that the e-module was considered attractive and usable. Meanwhile, the percentage of teachers who answered the questionnaire in the implementation trial was 100%, the percentage of students who answered the questionnaire in the implementation trial was 98.69%. Then it was determined that the

attractiveness test at the initial stage of execution obtained a level of 99.35% and it was suspected that the e-module was declared attractive and usable.
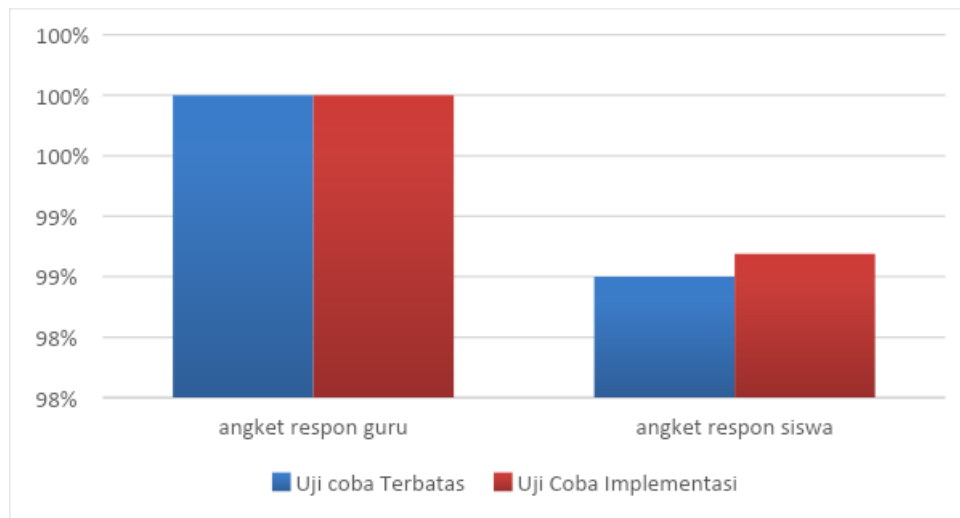

Figure 3. practical results e-module

The results of teacher activity observation sheets, student activity observation sheets, and student learning outcomes in limited trials and implementation trials were used to evaluate the effectiveness of corn-oriented social skills-based e-module teaching materials. Based on the teacher activity observation sheet, the effectiveness of the limited trial was determined to be 100% with effective criteria, the student activity observation sheet 94.93% with effective criteria, and the limited trial student learning outcomes were 100% with complete criteria. Meanwhile, the consequences of the feasibility of implementing the initial stage based on the educator's movement perception sheet show a level of 100% with strong rules, the student's action perception sheet shows a level of 97.4% with a convincing model and student learning outcomes in the limited stage show a level of 100% with complete standards. So it can be assumed that improving e-module demonstration materials based on interactive capabilities prepared by corn can be said to be effective and can be utilized.
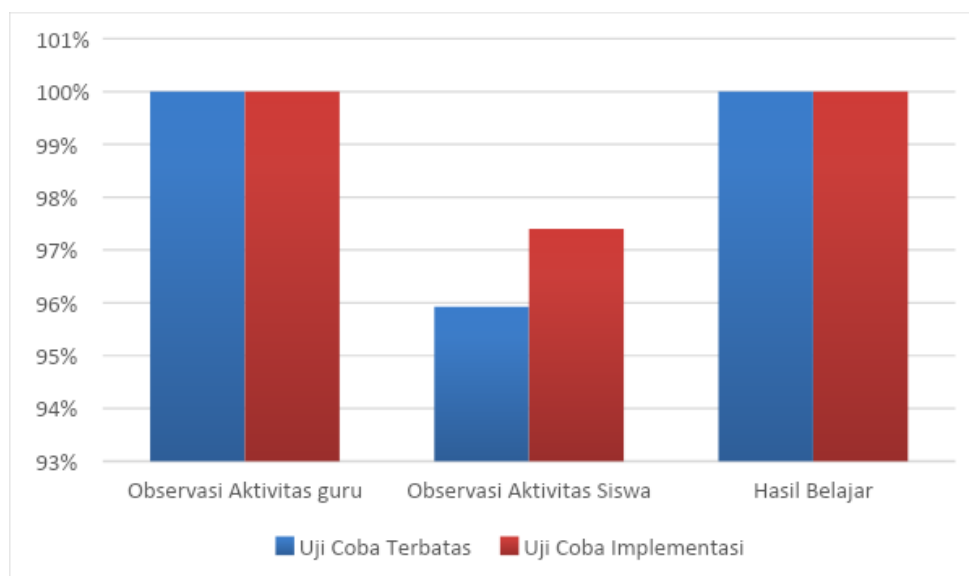

Figure 4. effectiveness results e-module

CONCLUSION AND SUGGESTIONS

Based on the results of the development research that has been explained and presented by the researcher, the following conclusions were obtained.

1. The validity of the e-module is based on the average validation results obtained by language experts, material experts and teaching material design expertspercentage validity is 94.79% with very valid criteria so it can be used.
2. The attractiveness of the e-module from the average results of teacher responses and student responses in the implementation trial was 98.69% with the criteria being very interesting and usable.
3. Effectiveness of e-modulesin the implementation trial based on the teacher activity observation sheet showing a percentage of 100%, the student activity observation sheet showing a percentage of 97.4% and student learning results showing a percentage of 100% of students completing the KKM, so it can be declared effective and usable.

It is hoped that this corn-oriented social skills-based e-module can be developed again with more creative ideas with more attractive packaging. It is also hoped that there will be a deeper study of corn-oriented social skills in this e-module regarding thematic learning. Apart from that, in order to become a new innovation, it must not only be in the form of an application.

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