

DEVELOPMENT OF INTEGRATED LEARNING COURSE MODULE TO IMPROVE LECTURE IN S-1 PROGRAM PGSD FIP UNESA

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ABSTRACT

In the curriculum of S1 PGSD, integrated learning is one of the subjects that must be programmed undergraduate students of PGSD (UNESA Handbook, 2011-2012) Contribution in this research resulted in integrated learning course module in PGSD Department FIP Unesa. This research is a development research conducted by developing an integrated learning course module. The module development model adopts research development by Gravemeijer (1994, in Amin, 2006) covering the following stages: 1) Problem analysis; 2) Designing; 3) Realization; 4) Validation; and 5) Implementation. In this study only up to stage 3 that is to produce draft module integrated learning courses. Outcome in this research is Integrated Learning MK Module. So far, it can be concluded that research module development conducted by researchers in accordance with student characteristics and needs in the field. The module generated in this study, requires students to learn independently in understanding the concepts in the integrated learning center, in addition to students taking regular lectures in the classroom.

Keywords: *Module, Integrated Learning, PGSD.*

INTRODUCTION

Integrated learning is a model of learning that has a characteristic, which combines several subject matter materials in one lesson so that the separation between fields of study is not obvious (Prabowo, 2000). In the S1 PGSD curriculum, integrated learning is one of the subjects that must be programmed undergraduate students PGSD (UNESA Manual, 2010-2011). The description of this course in the handbook is to develop skills and skills in connecting and integrating learning materials varied. The scope of the material includes the provision of information, observation, planning, implementation, and assessment of integrated learning.

The material coverage of this course description in the book "Integrated Learning" compiled by the PGSD D-2 Developer Team (1997), is not explicitly and explicitly described. This resulted in the team of lecturers teaching this subject has a variety of interpretations on the application of integrated learning theory in the learning in Primary School classes. Therefore, the main obstacle in the course of this course is the absence of an integrated literature source on integrated learning for PGSD students

The main constraints can be solved by developing a set of teaching materials in the form of adequate modules and include descriptions that are in the curriculum for lectures in the department of PGSD. The modules required not only revolve around theoretical explanations of integrated learning and the problems associated with the theories, but should also include examples of instructional devices in the Primary School classes. The need for

examples of learning implementation plans, LKS, evaluation, and student book based on integrated learning model. This will greatly assist the lecturer's team of subjects and students who study it in interpreting integrated learning applications in Primary School classes.

The second constraint arises because the lecturer team has various interpretations on the application of integrated learning conceptually and in terms of the scientific and literature used. So far, the integrated learning learning orientation conducted by PGSD Lecturer team is conventional learning, not much different from previous learning pattern which tend to spend time with less effective result. Conventional learning is meant here is a learning that has a tendency of cognitive learning process is greater than the learning process affection and psikomotornya.

From the exposure of the two obstacles above, the development of integrated learning module is a very urgent need for S1 PGSD majors because at this time lecturers only use the literature of the publisher and D-2 that need to be updated will the scholarship. The researcher felt the need to immediately compile the module along with the evaluation tools so that the integrated learning lecture become more focused, in accordance with the syllabus, and characterized PAKEM so that PGSD S1 students can achieve the competence expected according to the competency standard in PGSD S-1 curriculum. Based on the above background description, we can formulate a research problem as follows: (1) How is the quality of the development of integrated learning course module in terms of material suitability, text selection (size, shape, and color), language and writing used ? (2) How is the response of students and lecturers to the implementation of learning

by applying the modules that have been developed?

Prabowo (2000: 3) says that integrated learning as a process has several characteristics, namely: (1) student centered, (2) learning process prioritizes direct experience, and (3) separation between study areas is not clear. From some of the characteristics of integrated learning above, shows that the integrated learning model is in line with several streams of modern education that is included in the flow of education progressivism. Progressive education flows view education that prioritizes education at a child centered school, in response to teacher-centered educational implementation and on teaching materials.

The goal of progresivism flow education is to train children to work systematically, to love work, and to work with their brains and hearts. To achieve that goal, education should be able to fully develop the talents and interests of each child. There are several things that underlie the emergence of development-oriented learning practices, such as the increase of formal learning practices in early childhood educational institutions, the strength of demands and the pressure of parents and society on teaching more academic, misconceptions about the concept of children's education early age.

Development-oriented learning refers to three important things, namely (1) age-oriented, (2) child-oriented individually, and (3) oriented to the child's social and cultural context. Development-oriented learning practices emphasize the following: (1) children holistically, (2) individual educational programs, (3) importance of child-initiated activities, (4) flexible,

classroom environment stimulates children, (5)) the importance of playing as a vehicle for learning, (6) integrated curriculum, (7) learning through work, (8) giving children choices about what and how to learn, (9) continuous assessment, and (10) partnering with parents support the development and learning of children.

The model is something that can show a concept that describes the real situation. A model is a set of successive procedures for realizing a process. The model is a replication of the original. Module development model is a set of procedures performed sequentially to implement the development of learning module system. In developing modules, certain procedures are required that are in line with the objectives to be achieved, the structure of the learning content is clear, and meet the criteria applicable to the development of learning. There are five criteria in module development, they are:

- a) help students prepare for self-study,
- b) have a plan of learning activities that can be responded maximally,
- c) contains complete learning content and is able to provide learning opportunities to students,
- d) can monitor student learning activities, and
- e) can provide suggestions and clues as well as feedback information on student learning progress.

Based on these explanations, module development must follow systematic steps. These steps are:

1. objective analysis and content characteristics of the field of study,
2. analysis of learning resources,
3. analysis of the characteristics of learners,
4. set goals and content of learning,

5. establishing organizing strategy of learning contents,
6. establishing the delivery strategy of learning content,
7. establishing learning management strategies, and
8. development of learning outcome measurement procedures.

The steps (1), (2), (3), and (4) are steps of analysis of learning conditions, steps (5), (6), and (7) are developmental steps, and step (8) step measurement of learning outcomes.

RESEARCH METHODS

The type of research used in this study is a development study that aims to develop integrated learning course modules in the Department of PGSD FIP Unesa. The steps in this study include the following phases: 1) Problem analysis; 2) Designing; 3) Realization; 4) Validation; and 5) Implementation.

The module development model is a branch of the theory of development research (Gravemeijer, 1994). In the development research produced an educational product such as a module. In this development is used blend of several development theories. The module development flow chart was adopted from the Amin dissertation (2006). The integration is done by inserting a validation step between the realization and implementation steps in the general model development step. This insertion is intended to get a valid textbook. The evaluation step is not explicitly used as a development step, but is implicitly included in each step. In this study only until the validation phase of the module draft integrated learning courses conducted by experts / experts.

The data collected in this study in the form of a draft module that has been

developed by the researcher so that the research steps used by researchers include the following phases: 1) Problem analysis; 2) Designing; 3) Realization; and 4) Validation. The data obtained will be analyzed using percentage according to the instrument used.

RESULTS AND DISCUSSION

In accordance with the type of research used for the development of the modules in the Department of PGSD FIP Unesa. The steps in this study include the following phases: 1) Problem analysis; 2) Designing; 3) Realization; 4) Validation; and 5) Implementation. Based on these explanations, module development must follow systematic steps. These steps are: (1) analysis of objectives and the characteristics of the field of study, (2) analysis of learning resources, (3) analyzing learning characteristics, (4) setting goals and instructional content, (5) establishing organizational strategy of instructional content, (6) establishing the delivery strategy of instructional content, (7) development of learning result measurement procedure. The steps (1), (2), (3), and (4) are steps of analysis of learning conditions, steps (5), (6), and (7) are developmental steps, and step (8) step measurement of learning outcomes.

1. Analysis of objectives and characteristics of the content of the field of study

Analysis of objectives and characteristics of the content of the field of study needs to be done in the early stages of learning design activities. This step is done to find out what learning goals to be achieved. More specifically, this step is intended to find out the purpose of learning orientation, such as conceptual, procedural, or theoretical orientasi. In addition, it is also intended to know the purpose of support that facilitate

the achievement of orientation goals. Characteristic analysis of the content of the field of study conducted to determine the type of content of what field of study will be studied students, whether in the form of facts, concepts, procedures, or principles. More important is to know how the structure of the content of the field of study. In this stage the researcher performs SAP analysis and syllabus from MK Integrated Learning comprehensively.

2. Analysis of learning resources

Analysis of learning resources is done immediately after the objective analysis step and the content characteristics of the field of study. This step is meant to find out what learning resources are available and can be used to convey the content of learning. The results of this activity will be a list of available learning resources that can support the learning process. In this stage the researchers conducted an analysis of the reference sources related to MK Integrated Learning both print and non print sources in accordance with the results of the previous stage

3. Analysis of learning characteristics

Characteristics of learners is defined as aspects or personal qualities of talent, maturity, intelligence, motivation to learn, and the initial ability that has been owned. This step is done to know the quality of individuals who can be used as a guide in mempreskripsikan learning management strategy, the result of a list of grouping characteristics of students into learning objectives. To optimize the acquisition, organizing, and disclosure of new knowledge, it can be done by making new knowledge meaningful to learners by connecting new knowledge with the knowledge it has. There are five types of early ability to be considered in the design of

learning, namely (1) knowledge of the unorganized meaning (arbitrarily meaningful knowledge), (2) analogic knowledge, (3) higher knowledge knowledge, (4) knowledge level (kooedinate knowledge), and (5) lower level knowledge (subordinate knowledge). The types of early knowledge are crucial in building new knowledge for students in learning. In accordance with the objective of developing the Integrated Learning Court module for the students of PGSD FIP Unesa, the module developed refers to high-level thinking and applicative skills so that it is easy to understand

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4. Establish indicators and learning content

This step can be done immediately after analyzing the indicators and characteristics of the content of the field of study, which results in a list containing the formulation of learning indicators and content structure to be studied (Degeng, 1997). There are three criteria in formulating learning indicators, namely (1) spelled out consistently and systematically from the subordinate contained in the learning analysis section, (2) using one or more sentences, and (3) the statements used are

helpful and applicable in the preparation of the items. test items. A good learning indicator has four criteria, namely (1) a subject, that is, a person who is learning, (2) a verb, that is an active verb that can indicate behavioral change, (3) a condition, that is the state required at the time of student learning, and (4) standard, that is, the learning success criteria to be achieved. Learning indicators are intended to build expectations in learners about the rights that must be mastered after learning. In other words, students who know the goals to be achieved tend to be able to organize learning activities toward the goals to be achieved, so that learning goals can motivate students to learn. In this stage the researcher analyzes the competence and learning objectives of each chapter in the Integrated Learning MK module.

5. Establish organizing strategy of learning contents

Establish a strategy of organizing the contents of the lesson can be done immediately after the analysis and determination of the types and characteristics of learning materials. The choice of learning organizing strategy is strongly influenced by the type of content of the study field studied and how the content of the field of study is contested. The result of this step will be a model setting to organize the content of the field of study, both micro and macro levels. At this stage, the module writing format is the introduction (basic competence and objectives to be achieved), material descriptions, summaries, exercise questions, answer keys, and bibliography.

6. Setting a delivery strategy for learning content

Establish a learning delivery strategy based on the results of the learning resource analysis. A list of available learning resources can be used in the learning process. In the step of setting the delivery strategy of

the learning content, the list has been made as the basis for choosing and setting learning delivery strategy. The result of this step is in the form of modeling to deliver the learning materials. Submission of learning content refers to the way used to convey the content of learning to students while receiving and responding to input from students. Therefore, the delivery of learning is called the method to implement the learning process. The components that need to be considered in describing the delivery strategy of learning content are (1) instructional media, (2) the interaction of learning content with the media, and (3) the form or structure of teaching and learning. There are five components of learning delivery strategy, namely (1) pre-learning activities, (2) presentation of information, (3) student roles, (4) testing, and (5) follow-up. The first activity undertaken in pre-learning delivery is to motivate the students about the importance of the course in question. The second activity is to explain the specific objectives of learning with the intention that students realize what skills they achieve after learning activities. The third activity is to explain what skills are required as a prerequisite for learning.

In the presentation of information components, the activities undertaken by the teacher is to explain the sequence of learning materials, the amount of teaching units in the form of credit credits semester and semester hours, presentation of content, and provide relevant examples. Presentation of content is done through constructivist cooperative learning model. Cooperative students solve problems that have been outlined in the MFI, the results reported in writing, and if there are unsolved problems will be held a class discussion to formulate the most appropriate way to solve the problem. In the student role component, the teacher seeks a climate for

student-centered learning activities. Student interaction with MFIs used is a deliberate activity designed to create a constructive climate in learning. In this activity the students fully practice solving existing problems in the MFI using their respective capabilities in small groups. The results of the discussions that have been written by the group, are then given back both in class discussions and in group discussions, meaning that students are told the correct way of solving, and students continue using the method to successfully solve problems in the MFI. The high level of student activity in solving the problem through interaction in the group will determine the purpose of learning, meaning the higher level of student activity the higher the achievement of the learning goals and the lower the level of student activity the lower the achievement of learning goals. In the testing component, teachers can basically perform four kinds of tests, namely (1) input behavior tests, (2) pre-test, (3) on-the-go tests, and (4) post-tests. Post test is a test piece, the test conducted with the aim to measure whether the learning materials in accordance with the objectives of learning. Testing is done by assigning tasks to the students to do the exercises, either in the module, or specially prepared for it. In the follow-up component, the teacher determines whether a lesson needs to be followed by providing remedial teaching or enrichment to the student. This step can be done after the teacher knows the level of learning achievement.

In this study only until the validation phase of the module draft integrated learning courses conducted by experts / experts. The data collected in this study in accordance with the formulation of the problem is the validation of the draft by the material experts, linguists, and module experts as well as the student response about the draft

module that has been developed by researchers. The validation of the Integrated Learning MK module is done by giving 3 lecturers and 2 teachers to provide an assessment of the module that has been developed, the results obtained can be seen in diagram 1 as follows;

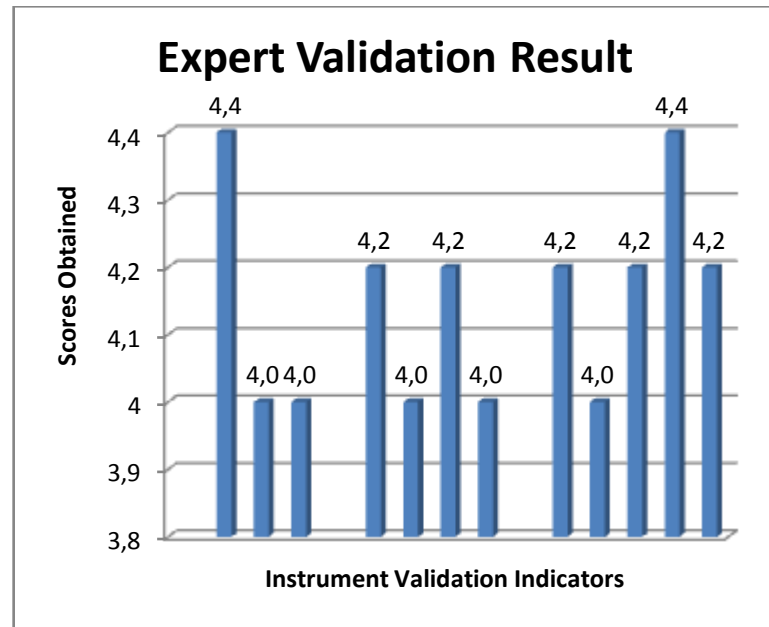


Diagram 1 Expert Validation Results

Based on the diagram above, it can be seen that the modules that have been developed are feasible for use with some revisions suggested by experts. For the results obtained the average for terms of material of 4.13, construction terms 4.10, and terms of language 4.20. As for the student response to Integrated Learning MK module, can be seen in diagram 2 as following;

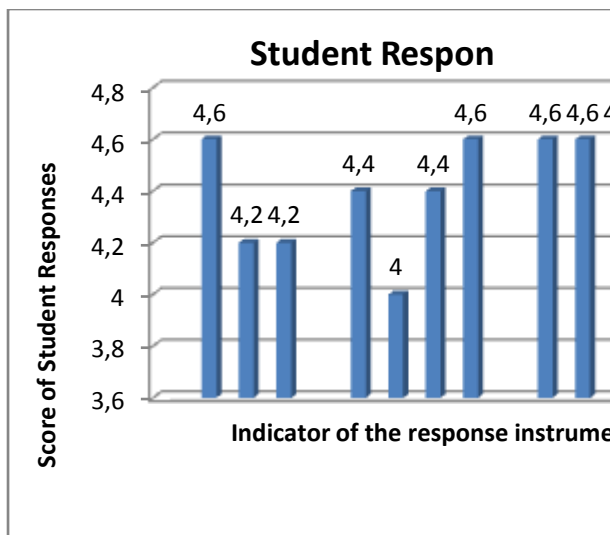


Diagram 2 Student response

Based on the diagram above, it can be seen that the modules that have been developed are feasible for use with some revisions of the suggestions submitted by the students. For the results obtained the average for terms of material of 4.33, 4.35 construction terms, and terms of language 4.64.

CONCLUSIONS AND SUGGESTIONS

So far, it can be concluded that the research of module development conducted by the researcher runs in accordance with the planned time, so that it can be produced Integrated Learning MK Module in accordance with the characteristics of students and the needs in the field. The module generated in this study, requires students to learn independently in understanding the concepts in the integrated learning center, in addition to students taking regular lectures in the classroom. Based on expert validation results it can be seen that the modules that have been developed are feasible for use with some revisions suggested by experts. Expert validation results obtained on average for terms of material of 4.13, construction facets 4.10, and terms of language 4.20. While the

student response to Integrated Learning MK module obtained average for the terms of material of 4.33, 4.35 construction terms, and terms of language 4.64.

The suggestions obtained from the validation and responses of students related to the writing (spaces, fonts, and font letters used) and the existing summary in the module more simplified.

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