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Training on Creating Learning Modules for Teachers

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Abstract: Assisting teachers in developing innovative modules is crucial for optimizing the government's policy on independent learning as expected. The Mahasaraswati University Denpasar service team supported teachers using the Brainstorming, Exploring, Talking about, and Playing (BETA) method, combining lectures and demonstrations. This activity aims to guide teachers in producing teaching modules students can use. The service results showed that 85% of the teachers successfully created learning modules in their respective fields, while 15% still needed more time to complete their modules. Based on a Likert scale questionnaire, participant satisfaction with the team's performance in assisting was as follows: 0 very dissatisfied, two dissatisfied, 20 satisfied, and 12 very satisfied. Based on the above data, the module creation training for teachers is effective and very positive to continue and improve.
Keywords: learning; module; training

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INTRODUCTION

In the 21st century, rapid changes in various sectors require appropriate adaptation in preparing human resources with intellectual skills. These changes have also impacted education, with the issuance of Permendikbudristek No. 5 of 2022 on the independent curriculum, emphasizing self-directed learning, self-changing, and self-sharing. This indirectly drives a shift from the old paradigm to a new one.

Learning, which previously focused on teachers actively creating engaging classroom experiences, shifts to teachers' roles in designing learning that focuses on independent learning. Teachers must produce innovative works such as learning modules to facilitate students' desire and motivation to learn independently both at and outside school.

In reality, not all plans can be implemented as targeted. Issues arise, such as the criticism directed at teachers for still emphasizing one-way learning, i.e., the lecture model (Al-Tabany, 2017). This one-way learning model provides little room for students to interact actively in the learning process. Therefore, a renewal of the learning concept is needed to allow students to engage actively in the learning process (Oishi, 2020). Active learning will greatly help improve student learning outcomes because interacting directly with teachers and peers makes it easier for students to understand the lesson material. Teachers are not only required to be learners but also

professional workers who can ensure the quality of learning according to procedures. Based on observations by the Mahasaraswati University Denpasar service team, it was found that many teachers implement module-based and textbook-based learning in the classroom. However, most still use modules and textbooks sold in the market, meaning these teaching materials are other people's work, not the teacher's. Teachers do not try to compile their textbooks for teaching and learning purposes (Magdalena et al., 2020).

Ideally, in the learning process, the subject teachers know the students' problems, so they must help students with learning difficulties by innovating module-based learning or textbooks tailored to classroom conditions. A common weakness when teachers use market modules or textbooks is the possible mismatch between the students' problems and the teaching material used by the teacher as a guide in the teaching and learning process.

Modules are teaching materials compiled systematically to present learning material in a structured and interesting way (Kesumawati et al., 2021). The module content is packaged with various elements such as objectives, main material, example problems, and evaluations to enable students to learn independently. The methods offered in the module are also diverse to stimulate different learning styles. Systematic and attractive module preparation is expected to increase students' interest and motivation in learning (Yulianti et al., 2021). When students are motivated, the learning process will be more effective, and the learning outcomes will be optimal. Therefore, special attention is needed to developing learning modules' content presentation elements and methods. The contribution of modules in learning has been widely documented in previous research, discussing the effectiveness of modules as a substitute for teachers outside the classroom. Although the government has mandated teachers to continuously develop learning materials through various innovations, many teachers still need to do so due to time constraints (Trianto, 2012). However, the challenges of the times and the diverse conditions of students require creative and innovative learning approaches.

The heavy burden of teaching tasks teachers must complete hinders educational innovation (Mufidah & Susilawati, 2019). Despite the government's emphasis on updating teaching methods to keep the learning process relevant, various forms of support are needed to help teachers develop educational innovations. Additionally, there is a perception that developing teaching modules takes a long time (Fuada, 2018). However, if done systematically and structured, the module preparation process can be completed relatively quickly. The main challenge often is the need for more knowledge among teachers on how to design modules effectively and efficiently (Yulianti et al., 2021). As a result, teachers often feel discouraged from developing modules because they find it complicated.

A module can be considered good and interesting if it meets elements such as being engaging, having clear learning objectives, containing well-structured material and flow, including learning materials packaged into units of activities, featuring examples and illustrations that support the clarity of the material presentation, containing tests like practice questions at each chapter, being contextual with simple yet easily understandable language, encouraging the reader to be more communicative, including summaries, having assessment instruments, providing feedback to the reader, containing references from credible sources, not relying on other teaching materials, having high adaptability to science and technology, and being practical and easy to use. Based

on its characteristics, a good module can stand alone without needing other supporting elements (Directorate of Innovation and Education Development (DIPP), 2021).

The importance of teaching modules for the effectiveness of learning in schools has been studied by several researchers, such as Rahman et al. (2019) in their article titled "Implementation of Teaching Modules Based on a Scientific Approach to Support Independent Learning of High School Students," aimed to determine whether the implementation of teaching modules based on a scientific approach can support students' independent learning. The research method used a quasi-experiment with a one-group pretest-posttest design. The results showed a 71.6% increase in student learning outcomes in the experimental class using scientific-based teaching modules compared to the control class. Scientific-based teaching modules effectively support students' independent learning. A similar study by (Suganda et al., 2022) titled "Analysis of Students' Critical Thinking Skills on the Topic of Sound and Light Waves" used a quasi-experimental design to determine the effectiveness of problem-based teaching modules on students' learning outcomes on the topic of vibrations and waves at SMA N 1 Singosari. The results showed that the average posttest score of the experimental class was higher than the control class, with a t-value of 2.86, which falls within the rejection region. Thus, problem-based teaching modules significantly improve student learning outcomes regarding vibrations and waves.

The problem teachers at SMA Negeri 1 Ubud face is the need for a clear flow in creating interesting and easily understandable teaching modules for students and the need for guidance by experts skilled in module creation. Therefore, the Mahasaraswati University Denpasar service team conducted a workshop on Creating Learning Modules for Teachers at SMA Negeri 1 Ubud, Bali.

METHOD

This community service was conducted from August 24 to August 26, 2023. It was conducted offline at SMA Negeri 1 Ubud, Gianyar Regency, Bali Province. 59 participants, consisting of 34 MGMP teachers and 25 students, attended the service. The community service activities began on Thursday, August 24, from 8:00 AM to 1:00 PM and lasted three days until August 26, 2023.

The stages of the Unmas Superior Community Service Program by the History Education Study Program, FKIP, Unmas Denpasar, are as follows:

1) Initial observation to determine the conditions and needs of the partner school as the target school for the program implementation. This activity was conducted through observation and interviews at SMAN 1 Ubud on June 15, 2023. The interviews were conducted by the community service team with the school representatives, namely the Deputy Head of the School for Curriculum Affairs and the Deputy Head of the School for Public Relations.
2) The community service team prepared the program based on the observations' findings, one of which was to address the difficulties faced by teachers in creating learning modules.
3) The community service Superior Program was conducted in the Even Semester of 2022/2023. The program involved all lecturers of the History Education Study Program, FKIP, Unmas Denpasar, with the division adjusted to the lecturers' areas of expertise. In this case, concerning the challenges teachers face in writing teaching modules, the History Education Study Program appointed

Ruli Anto, S.Pd., M.Pd as the resource person.

The implementation method of the community service program by the History Education Study Program lecturers, FKIP, Unmas Denpasar, was the Brainstorming, Exploring, Talking about, and Playing (BETA) method, combined with lectures, demonstrations, and Q&A sessions.

Brainstorming is essential to identify and analyze problems in Problem-Based Learning (PBL). PBL requires efforts to solve problems presented in an unstructured manner (Hidayanti et al., 2018). The brainstorming learning method encourages students to think creatively and find solutions to existing problems through discussions where every participant is free to express their opinions (Hanipah et al., 2018).

The brainstorming method is a way to gather ideas or opinions from each student studying a particular problem. In line with this view, brainstorming generates ideas to overcome all obstacles and problems (Hidayanti et al., 2018). The application of the brainstorming method begins with the teacher explaining the problem to be discussed and how students can participate in the learning process using this method. The next step is for the teacher to reiterate the problem, and students formulate questions they want to ask. From these formulated problems, students can develop unique and innovative ideas. The final step in collaborative module development involves the teacher and students presenting the ideas they have designed, which are then evaluated together to refine them (Sadrina, 2019). After thorough evaluation, the final product of the module development can be neatly and systematically summarized. The active participation of all stakeholders, especially teachers and students, is expected to produce modules that match the learning characteristics (Tomlinson, 2011).Collaboration in module preparation is believed to enhance the quality of learning and make it more relevant, effective, and enjoyable. A well-structured and sorted final product will also facilitate the future use of the module.

Methods Used in the community service project included: (1) Lectures: This method was used at the beginning of the activity to explain what needs to be prepared in module preparation. The activity was conducted offline in the meeting room of SMA Negeri 1 Ubud. (2) Practice and Discussion through Brainstorming: Participants engaged in practical activities and discussions in module creation, including Q&A sessions with the instructor team. The discussion method was implemented during the practical sessions. (3) Presentations: Representatives of the participants presented their modules once they completed them. The partner contributed by providing full support to implement the program designed by the community service team, such as preparing the venue for the activities and assigning participants to join the community service activities.

RESULTS AND DISCUSSION

The workshop on assisting teachers in creating learning modules at SMA Negeri 1 Ubud Bali was held in the hall, starting at 8:00 AM. The event began with an opening ceremony, including greetings, a joint prayer with all committee members and participants, and singing the national anthem, "Indonesia Raya," followed by speeches. The first speech was given by Mr. Ruli Anto S.Pd., M.Pd., the Head of the History Education Study Program at FKIP Unmas Denpasar. The principal delivered the second speech, Mr. I Wayan Gabra, S.Pd., M.Pd.

After the opening ceremony, the main activity, a workshop with a presentation on "Training on Creating Learning Modules for Teachers," was conducted by

speakers from the History Education Study Program, FKIP, Unmas Denpasar, namely Ruli Anto, S.Pd., M.Pd., and Lianda Dewi Sartika, S.Pd., M.Pd. The presentation lasted 90 minutes, followed by a discussion session until 1:00 PM, ending with a group photo of the speakers, participants, and all committee members.

The second session, which followed, involved direct practice in creating learning modules. This continued into the third session, which included presentations of the learning modules by representatives of MGMP teachers.

The service project was carried out smoothly, according to plan, and without significant obstacles. All workshop participants showed enthusiasm during the material presentation. In the discussion session, one participant expressed that teachers have a strong desire to write, and the workshop can certainly assist them in developing innovations and producing useful works to address problems related to the teaching and learning process. These problems mainly focus on finding suitable teaching models and methods to make the material easier for students to understand. Additionally, the learning process is limited to understanding the material and instilling values that can build positive character in students.

The school hopes that the History Education Study Program at FKIP Unmas Denpasar will continue to collaborate with the school to organize various seminars and workshops/training sessions for teachers in the future. This service activity has been well-documented from the beginning to the end, with some documentation of the opening activities shown in Figure 1.

(a) (b)

Figure 1 (a) Module creation training activity at SMA Negeri 1 Ubud and (b) Module creation assistance at SMA Negeri 1 Ubud

The assistance in preparing teaching modules for teachers at SMA Negeri 1 Ubud Bali qualitatively proceeded smoothly and well. Any obstacles encountered were minimal and did not affect the delivery of materials or the assistance provided to the teachers. During the assistance, most participants created and completed their modules based on their respective MGMP (Subject Teacher Discussion Group), so qualitatively, this assistance activity can be deemed successful. Participants who still needed to finalize their modules faced time constraints and needed a bit longer to complete them, aligning with the findings (Mufidah & Susilawati 2019).

Based on the 100% participation rate of teachers involved, 85% successfully created learning modules in their respective fields, while 15% needed more time to finish their modules. The school principal and the assistance team were satisfied with this outcome, as the success percentage was higher than the unfinished ones. An example of successfully created modules by teachers can be seen in Figure 2.

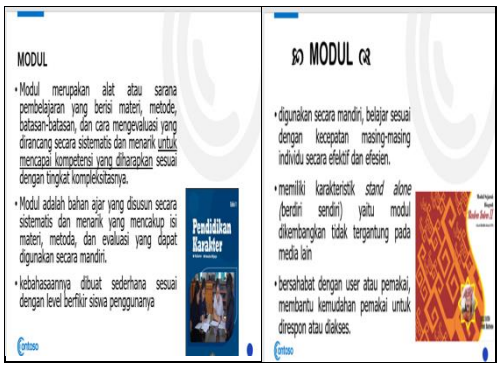

Figure 2 Module creation training

After assisting, the service team distributed questionnaires to participants to assess their satisfaction levels (Santika et al., 2023). The questionnaire used a Likert scale ranging from 1 for low or very dissatisfied to 5 for high or very satisfied. The questionnaire data were then analyzed to evaluate the performance of the assistance team (Ardana et al., 2023). The Likert scale was chosen because it can measure subjective attitudes in a graduated manner. The analysis results provide insights into the areas that need improvement by the team to increase participant satisfaction further. The questionnaire results filled out by teachers to measure satisfaction levels with the module creation assistance showed the following: very dissatisfied 0, dissatisfied 2, satisfied 20, and very satisfied 12. The data in a diagram, as shown in Figure 3.

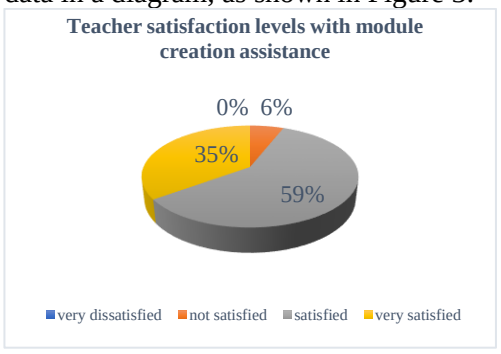

Figure 3 Teacher satisfaction levels with module creation assistance

The above data shows that the assistance or workshop effectively motivated teachers to be productive and produce academic work. This is certainly very positive and should be continued and developed so that the human resources in the education sector continue progressing and moving in a positive direction. The impacts on the partner institution, SMA Negeri 1 Ubud, include: 1) increased teacher productivity in creating academic works in the form of teaching modules, 2) strengthened understanding of the importance of innovation in teaching, and 3) heightened teacher awareness of their responsibility towards students by producing academic works that students can use for independent learning.

CONCLUSION

The workshop on creating teaching modules for teachers at SMA Negeri 1 Ubud Bali was an implementation of the Community Service program by the History Education Study Program, FKIP, Mahasaraswati University Denpasar, in collaboration with the partner school, SMA Negeri 1 Ubud. The purpose of this workshop was to provide a solution to the challenges teachers face in writing innovative works and preparing reliable teaching materials. The series of the community service activities in the form of this workshop proceeded smoothly and received appreciation and enthusiasm from the participants. The results showed that, based on the 100% participation rate of the involved teachers, 85% successfully created learning modules in their respective fields, while 15% needed more time to complete their modules. Based on the Likert scale questionnaire results, the level of participant satisfaction with the assistance team's performance was as follows: very dissatisfied 0, dissatisfied 2, satisfied 20, and very satisfied 12. From the above data, the module creation training for teachers was effective and positive and should be maintained and enhanced.

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