

MAKING CONTEXTUAL TEACHING MODULE BASED ON INDEPENDENT CURRICULUM FOR PRIMARY SCHOOL TEACHERS

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ABSTRACT

Teaching modules are tools for teachers to implement learning. The preparation of teaching modules requires teachers to hone their high-level thinking skills to be able to innovate in the preparation of teaching modules according to context. So the preparation of teaching modules is the application of the teacher's pedagogic competence so that the technique of implementing learning in the classroom is effective and in accordance with the indicators of learning objectives. The purpose of this activity is to carry out training in writing contextual teaching modules for Catholic religion subjects for PAK teachers at the elementary school level in Karo Regency. To achieve these training objectives, this community service activity is packaged in five sessions, namely: 1. training socialization; 2. explanation of the concept of teaching modules for elementary school Catholic religious education; 3. training on the preparation of teaching modules; 4. practice of preparing teaching modules for elementary school teachers; and 5. evaluation of the implementation of teaching module preparation training to determine the development of teachers' abilities. The implementation of this teaching module preparation training activity involves giving participants' opinions on the systematic preparation of teaching modules. The target of this training activity is that teachers who teach Catholic religion subjects at the Karo Regency Elementary School level are able to develop context-based independent curriculum teaching modules that are in accordance with the needs of students. Overall, all training sessions for Catholic religious education teachers at the elementary school level in the Karo district went well, and the teachers followed them with great enthusiasm.

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INTRODUCTION

Teachers are the implementers of learning who are responsible for assisting and directing students to learn. Teachers are responsible for preparing interesting learning so that students are challenged and motivated to learn in class. One of the strategies that teachers can do to motivate students to be challenged and motivated to learn so as to improve the quality of students through learning in the classroom is to prepare learning tools according to the state of the learning environment and the needs of students (Fitriawan et al., 2022). Learning tools held by an educator contain lesson plans as guidelines that can assist teachers in preparing for the implementation of the learning process to achieve learning outcomes in an independent learning curriculum is a teaching module (Testy et al., n.d.).

To facilitate self-directed learning, the instructional programme is structured in the form of modules that are attractive in terms of content, methodology and assessment (Yulianti et al., 2021). Ithriyah et al. expressed a similar view, stating that a module is a piece of educational content that can be studied independently (Ithriyah & Meilana, 2023). Furthermore, Ithriyah et al. suggest that the module has characteristics, including: can be studied independently, has learning objectives, opens opportunities for students to learn sustainably, learning packages that are self-learning, equipped with complete information power, has clear instruments with a single evaluation at the end of each lesson (Ithriyah & Meilana, 2023). Modules are accompanied by methods and ways of carrying out evaluations (Junaedi et al., 2022). The independent curriculum teaching module is a teaching programme prepared by the teacher to guide the implementation of learning (Nana., 2024). The teaching module is a learning implementation planning tool in the independent learning curriculum that is more complete than the lesson plan (Testy et al., n.d.), (Yuhaga, 2023). Furthermore, Setiawati argues that the teaching module contains a learning plan that is compiled after conducting a diagnostic assessment so that it is in accordance with the needs of the learners (Setiawati & Mayasari, 2021).

There were 24 Catholic Religion teachers who teach at the primary school level in Karo District who participated in the training on the preparation of teaching modules. The curriculum implemented in Karo District primary schools refers to the 2013 curriculum for grades 1, 3, 5 and grade 6. The independent learning curriculum is used in grade 2 and grade 4. Based on the results of observations and interviews with teachers of grades 2 and 4 of Karo Regency Elementary Schools, it was found that the ability of PAK teaching staff at elementary schools in the process of compiling teaching module books for the independent learning curriculum was still low (Ona Sastri Lumban Tobing, 2023). The low ability of Catholic Religious Education teachers in developing teaching modules is obtained from the percentage that 87% of grade 2 and 4 teachers still use teaching modules prepared by the government.

Referring to the low ability of teachers of Catholic Religious Education subjects at the 2nd and 4th grade elementary school level in preparing teaching modules, training is needed for these teachers to improve teacher competence in the form of assistance in preparing teaching module books in accordance with the independent learning curriculum (Jailani et al., 2022). The training that will be carried out is an urgent answer to enable Catholic Religious Education teachers to prepare teaching modules for Catholic religious education subjects based on the independent learning curriculum (Tibo et al., 2022).

Based on the problems that have been described, the community service team of Santo Bonaventura Pastoral College Delitua Medan, is called to conduct training on the preparation of teaching modules that are contextualised based on the independent learning curriculum for Catholic Religious Education teachers at the Karo Regency Primary School level, because this can support the successful implementation of the independent learning curriculum learning activities that have been used in Primary Schools for grade 2 and grade 4. In order to help PAK teachers in Karo Regency Primary Schools become better at developing lessons for their students' independent learning, this training session will focus on preparing teaching modules that are tailored to the context and needs of students (Tibo et al., 2022). The purpose of this community service activity for lecturers and students at Santo Bonaventura Pastoral College Delitua Medan is to help Elementary School Catholic Religious Education teachers in Karo Regency become more proficient and creative in creating lesson plans for their classes, with a special emphasis on grades 2 and 4.

METHODS

Karo District Primary School Catholic Religious Education teachers have identified a number of challenges, and this method of implementing community service is one of the steps to overcome these challenges. The training activities for the preparation of teaching modules for independent learning curriculum at the elementary school level were attended by twenty-four teachers. Preparation, implementation, and evaluation are the methods of implementing activities for preparing teaching modules for the independent curriculum. On 10 and 11 November 2023, in the land of Karo, the service activities of lecturers and students were carried out. The purpose of this lesson plan assessment activity is to find out how far the elementary school Catholic religious education teachers understand the contents of the independent curriculum module. Using a questionnaire instrument, we measured the percentage of understanding of elementary school Catholic Religious Education teachers. Catholic Religious Education teachers at the primary school level will be assessed on their knowledge of the subjects covered in the primary school Catholic Religious Education standalone learning curriculum through a questionnaire developed using indicators that measure such knowledge. Faculty members and the community service team used a Likert scale to analyse the survey responses. One way to find out how people feel about a social issue is to use a Likert scale (Pranatawijaya et al., 2019).

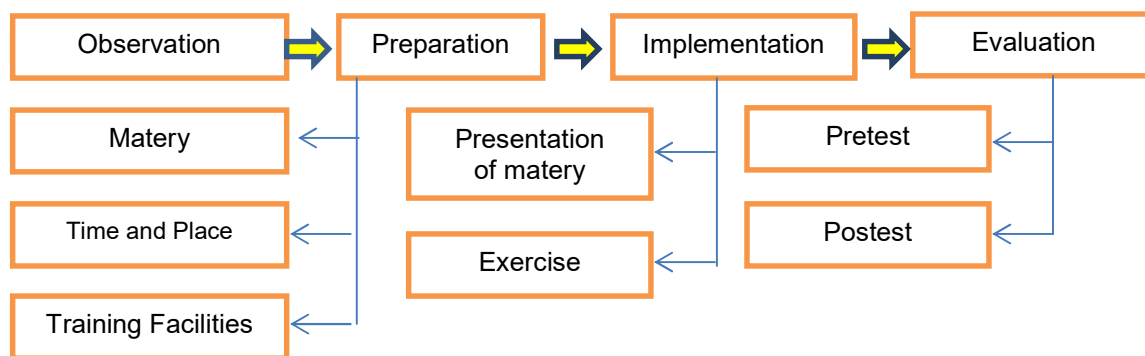


FIGURE 1. Flowchard of method. Source: Author's 2023

RESULTS

Preparation Stage

In the preparation session, the team carrying out the service activities, namely lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan, made initial observations to the location of the service partners. The aim is to provide clarification on the data obtained previously. Based on observations made by the Guidance of the Kabanjahe Catholic Community about the skills of Catholic religious education teachers in Kabanjahe Elementary School, it was found that the PAK teaching staff of the elementary school was still not very good at making lesson plans (ATP) for the independent curriculum in learning Catholic religious education. The problem is in fact that 87% of Catholic religious education teachers in grades 2 and 4 of elementary schools still use learning modules made by the government. Therefore, a community service team consisting of lecturers and students from the Santo Bonaventura Pastoral College was formed with the aim of providing training to Catholic religious education teachers at the primary school level in Kabanjahe regarding the development of teaching modules for the independent curriculum. The findings of the interview with the Head of the Catholic Religious Education Section, who stated that teachers of Catholic religious education at the primary

school level still have a limited understanding of the development of teaching modules for the independent curriculum, further support this argument. Even with training, educators do not fully understand how to develop teaching modules for the independent curriculum.

TABLE 1. Training materials for the preparation of teaching modules for elementary school Catholic religious education

Number	Material	Number of Meeting Hours
1	Independent Learning Curriculum	2
2	Teaching Module Concept	2
3	Teaching Module Components	2
4	Flow of teaching module development	2
5	Teaching module preparation practice	6
6	Evaluation of teaching module preparation	2

Implementation Stage

In the implementation level, the activity team carrying out community service lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan first distributed instruments in the form of questionnaires and pretests to the trainee teachers to obtain an initial picture of the understanding of teaching staff of Catholic religious education subjects at the elementary school level in the preparation of independent curriculum teaching modules. Furthermore, the questionnaires and pretests were processed by the community service team of lecturers and students of Santo Bonaventura Pastoral College to find out the condition of the participants. Based on the results of the analysis of the questionnaire, Catholic religious education teachers in elementary schools as training participants do not know the preparation of teaching modules for the independent curriculum. This was obtained from the teachers' answers to the 10 questions given at the beginning of the questionnaire distributed to these teachers before the delivery of the material. The participants' answers can be seen in the following table.

Table 2. Questionnaire of Participants' Knowledge of the Teaching Module

Number	Question	Not knowing	Know enough	Knowing	Very knowledgeable
1.	What is your knowledge of the independent curriculum teaching module?	22,23	74,90	25,10	2.2
2.	What is your knowledge of the structure and components contained in the independent curriculum teaching modules?	24,70	54,20	21,10	1.22
3	How do you know how to develop teaching modules?	25,00	60,00	15,00	2.33
4.	What is your knowledge of the principles of independent curriculum teaching modules?	21,10	58,00	21,10	2.32
5	How do you know about the development of teaching modules?	21,10	58,00	21,10	2.2
6	How do you know about the integration of cultural inculturation values in the independent curriculum teaching module?	80,00	20,00	2.33	1.22
7	How do you know how to develop teaching modules by developing aspects of cultural inculturation?	80,00	20,00	2.32	2.33
8	How your knowledge relates to			2.33	2.32

Number	Question	Not knowing	Know enough	Knowing	Very knowledgeable
	cultural inculcation in the lessons taught?	80,00	20,00		
9	How do you know about inculturation in relation to religion?	80,00	20,00	2.32	2.33
10	How do you know about the preparation of teaching modules by explaining religion to support learning?	80,00	20,00	2.33	2.32

Referring to the data in table 2, preliminary results were obtained regarding the knowledge of Catholic religious education teaching staff at the Kabanjahe primary school level regarding the teaching module of the independent learning curriculum, namely 43.00% of teachers did not know the teaching module material, especially the aspect of integrating the values of the teaching module. Then for the aspect of knowing enough, a value of 47.00% of teachers have known the components and structure of the teaching module, then in the aspect of knowing, a value of 10.00% is obtained. Furthermore, elementary school Catholic religious education teachers attended continuous training for two weeks. The training was conducted through discussion groups. The final activity at the implementation stage of the preparation of teaching modules for learning Catholic religious education at the primary school level is the administration of posttests to determine the ability of all Catholic religious education teachers at the primary school level regarding the material that has been provided. The data of the posttest and pretest results are described in the following diagram.

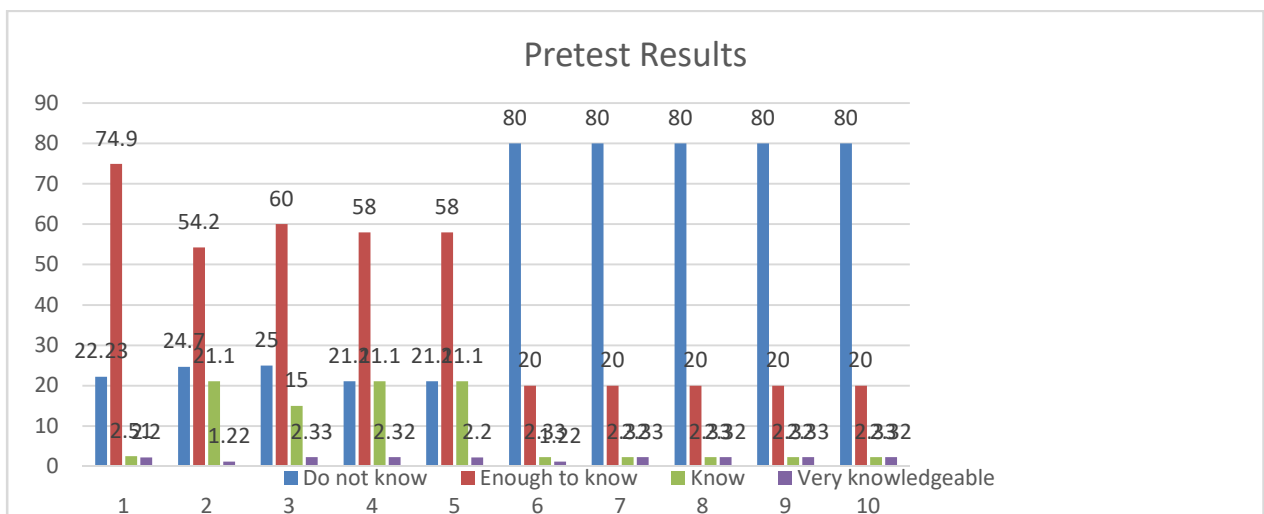


FIGURE1. Pretest Results

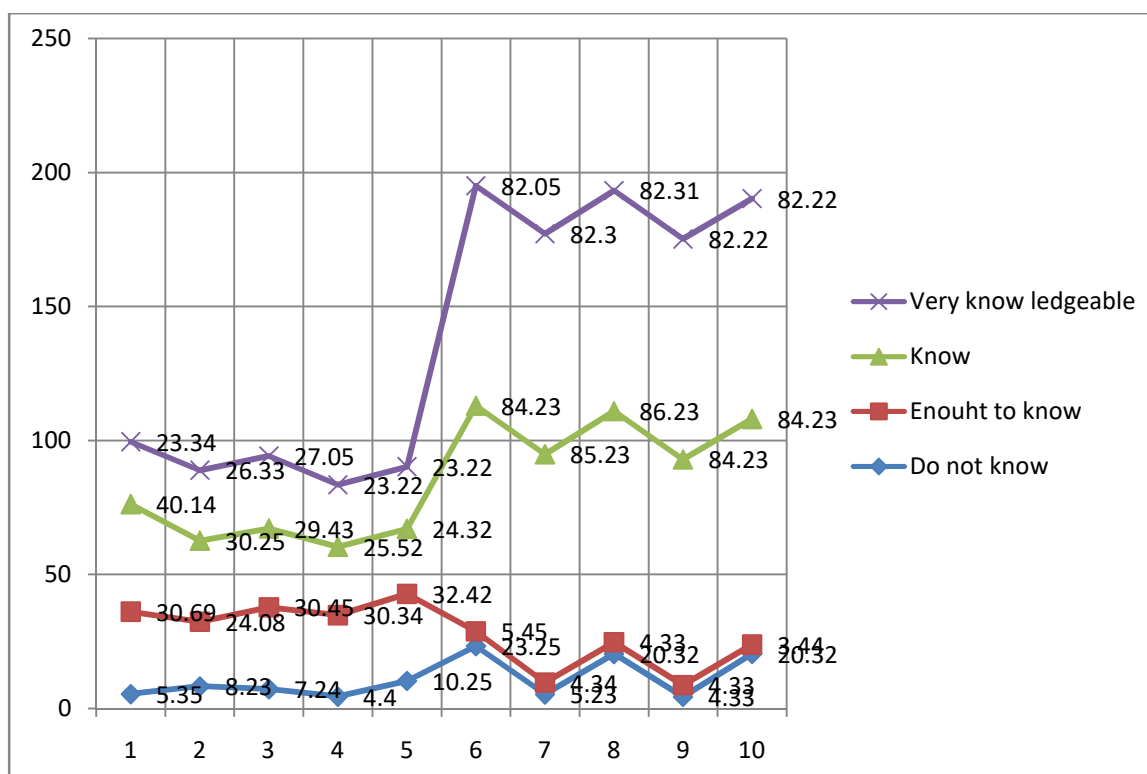


FIGURE 2. Posttest Results

Referring to the results of the posttest of Kabanjahe elementary school Catholic religious education teaching staff, it was found that there was an increase in the understanding of Catholic religious education teachers regarding the preparation of teaching modules based on the independent curriculum. In accordance with the results of the training on the preparation of contextualised teaching modules in Catholic religious education subjects in Kabanjahe elementary schools, it was found that the level of knowing and very knowing had a very significant increase. The level of knowing the participants is at a value of 82% and very knowing is rated at an average of 85%. Thus, the training activities for the preparation of teaching modules for Catholic religious education teachers at the primary school level in Karo district are very useful for participating teachers.

Evaluation Stage

At the evaluation stage, members of the community service team of the Pastoral College of Santo Bonaventura Delitua Medan carried out an evaluation of the implementation of activities to obtain an overview of the service that had been carried out. The community service implementation team then gave questionnaires to Catholic religious education teachers at the Kabanjahe Elementary School level to be filled in by the teachers as participants. Questionnaires related to activities, namely presenters, material content, and the benefits of training activities that have been carried out. Based on the data, the teachers' response to the resource person was very good with a score of 100%. Then for the value of the content of the training material, the participants assessed that the material presented was able to increase the participants' knowledge in writing teaching modules for school-level Catholic religious education. This can be seen from the percentage of assessment results that received a very agreeable score. The data shows that the training conducted by the community service team of the Pastoral College of Santo Bonaventura Delitua Medan is very useful for teaching staff of Catholic religious education at the Kabanjahe elementary school level in compiling teaching modules based on the independent learning curriculum. Data regarding this is outlined in the following table.

TABLE 3. Questionnaire of Training Activities for Preparing Teaching Modules

Number	Question	Strongly Agree	Agree	Disagree	Strongly disagree
1	Resource Assessment				
	The material presented is in accordance with the training objectives	100%	0%	0%	0%
	The material is presented in simple, concise, clear and easy to understand language	100%	0%	0%	0%
	presentation of material assisted by examples that can make it easier for participants to understand	100%	0%	0%	0%
	The resource person can give feedback appropriately	100%	0%	0%	0%
2	Improved understanding of training materials				
	After the training, I have a better understanding of the independent curriculum teaching modules	60%	40%	0%	0%
	After this training, I have a better understanding of the structure and components of the independent curriculum.	70%	30	0%	0%
	After this training, I have a better understanding of how to develop teaching modules.	50%	50%	0%	0%
	After this training, I better understand the principles of developing independent curriculum teaching modules that provide space for learner creativity.	60%	40%	0%	0%
	After going through this training, I have a better understanding of the integrity of cultural inculturation values in the teaching module.	50%	50%	0%	0%
3	Benefits of Training				
This mentoring can increase knowledge about teaching modules	100%	0%	0%	0%	

Number	Question	Strongly Agree	Agree	Disagree	Strongly disagree
	This mentoring was able to increase my knowledge about how to develop teaching modules	75%	25%	0%	0%
	After attending this training, I am more enthusiastic about developing teaching modules.	65%	35%	0%	0%
	The training supports my knowledge improvement as a teacher	68%	32%	0%	0%

CONCLUSIONS AND RECOMMENDATIONS

With regard to the training in developing teaching modules for the Catholic religious education curriculum for primary schools in Karo District, it can be concluded that:

- The overall training on developing teaching modules for the self-learning curriculum among Catholic religious education teachers at the primary school level in Karo District has met the needs of the educators.
- The instructors of Catholic religious education at primary school level in Karo District gained expertise and experience in the theory and methods of developing teaching modules.
- Catholic religious education teachers at primary school level in Karo district gained more experience in the development of teaching modules.
- Catholic religious education teachers at primary school level in Karo district were very enthusiastic in participating in the training.
- The community service team of the Pastoral College of Santo Bonaventura Delitua Medan has established a schedule for the implementation of the activities.
- Collaborative training activities were conducted to equip primary school Catholic religious education teachers in Karo Regency with teaching module development materials.

Catholic religious education teachers at primary school level in Lau Baleng Subdistrict, Karo Regency should apply the knowledge gained in this training in the implementation of learning at school.

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