Al-Ishlah: Jurnal Pendidikan
Vol.15, 4 (December, 2023), pp. 6289-6304
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i4.3576

Development of Social Science Teaching Modules in the Implementation of the Independent Curriculum at the Junior High School Level in Pekanbaru

Walni Fitri[1], Mahdum[2], Henny Indrawati[3]

[1] Universitas Riau, Pekanbaru, Indonesia; walni. fitri7466@grad.unri.ac.id
[2] Universitas Riau, Pekanbaru, Indonesia; mahdum.adanan@lecturer.unri.ac.id
[3] Universitas Riau, Pekanbaru, Indonesia; Henny. indrawati@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

social studies teaching module;
independent curriculum;
learning motivation

Article history:

Received 2023-02-14
Revised 2023-10-16
Accepted 2023-12-04

ABSTRACT

The Indonesian Education and Culture Ministry's autonomous curriculum teaching modules were used to construct social studies teaching modules. Because the Ministry only provides general examples, richer modules tailored to schools and students were developed. Class VII modules were produced using ADDIE model R&D. The first step was a needs and empirical study of SMP Pekanbaru social studies teaching modules involving student and teacher observations and interviews. The modules were designed and developed using Canva Education and e-modules. Six experts validated the module's practicality. Other Pekanbaru junior high social studies teachers discussed the module. Qualitative analysis of validation questionnaire data. After the material was approved, SMP Pekanbaru social studies educators adopted it. Twenty students were given a learning motivation questionnaire to test the curriculum. Teachers who implemented the module received practical surveys and module usefulness at the end of the activity. Motivational and practical surveys were quantitatively analysed, and the Wilcoxon difference test was used to compare learning motivation before and after the module. The module enhanced student learning motivation; 100% of students were high and sufficient after using it, up from 90% before. The teachers also liked the module and thought it was practical and valuable.

Corresponding Author:
Walni Fitri
Universitas Riau, Pekanbaru, Indonesia; walni. fitri7466@grad.unri.ac.id

1. INTRODUCTION

Learning carried out online during the pandemic resulted in a decrease in student learning outcomes. The main purpose of education was not only the completeness of the curriculum, but also maintaining the health and safety of all elements of education. During the Pandemic, students lose the opportunity to learn as they should, and in this case their right to learning cannot be fulfilled optimally. The gap between the fulfillment of rights and difficult conditions causes learning loss (Engzell, et al., 2021) .

Several things cause learning loss, where the biggest factor was the changeover of learning from face-to-face to virtual face-to-face (Cerelia, et al., 2021). Various obstacles were faced such as students who cannot follow the learning process through the use of several *platforms* used by teachers. In general, the reasons for these students were not having an android or laptop, not having internet quota, not being able to take advantage of online learning platforms and various other reasons (Hasudungan et al., 2022; Day, et al., 2021; Alifia et al., 2020). Many impacts were caused by learning loss, including decreased quality of educational outcomes (Subandowo et al., 2021), decreased academic achievement, the emergence of social problems between friends and parents (Blagg, 2021), lack of student numeracy, speaking and reading skills (Hanushek &; Woessmann, 2020), and other impacts. The government must take immediate steps so that the impact of learning loss was not prolonged. This is because the impact of learning loss can reduce students' abilities, students' memories of lessons, socialization with friends and teachers, and potentially loss of academic habits that have been built (Hanafiah, et al., 2022) .

Under unexpected circumstances, the Indonesian Education and Culture Ministry provided an emergency curriculum to education units in August 2020. This emergency curriculum trimmed the national curriculum. In the emergency curriculum, primary competencies for each subject were reduced to focus instructors and students on key competencies and required competencies for next-grade learning (Mahmudah et al., 2022). Due to Remote Learning, teachers were urged to periodically examine students' cognitive (learning abilities and achievements) and non-cognitive (psychological and emotional) conditions. This diagnostic assessment projected teachers would tailor lessons to student requirements (Basic, 2021). Almost a year after its launch, the Ministry of Education, Culture, and Research (2022) examined the emergency curriculum. The evaluation found that emergency curriculum pupils outperform 2013 Curriculum students regardless of socioeconomic status. Emergency curriculum also reduced literacy and numeracy learning-loss throughout the pandemic. This suggests that emergency curriculum improves pandemic studies (Andriani et al., 2021).

The impact on better learning by implementing this emergency curriculum was the basis for the government to take a policy to develop an independent curriculum that provides solutions in efforts to recover learning due to the pandemic. The execution of the independent curriculum has started since the 2021/2022 education year. However, the execution of this curriculum was only implemented by driving schools accompanied by the Ministry of Education. Starting from the 2022/2023 academic year, the application of this independent curriculum was also followed by schools in Indonesia from the Early Childhood Education level, Primary School, Junior High School and Higher Education. It's just that the enactment of the independent curriculum was carried out independently through the choice of freedom to learn, freedom to change and freedom to share. The determination of the independent curriculum both independent learning, change and sharing was determined by education and culture Ministry after school principals register through their respective SIMPKB Websites. Furthermore, the determination of the execution of the independent curriculum in each seems to be based on the principal filling in the survey results. Of course, in the application of the independent curriculum, the government does not necessarily give orders without guidance. There were various learning tools provided by the government through its platform that schools could download and use.

One of the learning tools of the independent curriculum was the teaching module. In this teaching module, there were several components that were slightly different from the plan implementation of lesson plan (RPP). However, all activities in RPP were contained in the teaching module. Schools can adopt teaching modules that have been provided by the Education and Culture Ministry through the independent teaching *platform*, of course, there were differences faced, such as different environmental conditions with examples of teaching modules, and also different forms of assessment as well as student learning conditions and abilities. SMP Pekanbaru, one of the independent learning curriculum schools, employed the researcher as a social studies instructor. Researchers believe that schools must construct the autonomous curriculum teaching module from Platform *Merdeka Mengajar* (PMM) according to school and student conditions, making it impossible to implement every year. The *Merdeka Mengajar* Platform only showed a few training modules and did not cover all the material. The

researcher, who was also a teacher in this study, developed special teaching modules for class VII Social Sciences lessons by adjusting student and school conditions to serve as models for other grades and schools (Indrawati & Caska, 2019).

Modules can be interpreted as learning aids used to deliver learning materials from teachers to students (Arsyad, 2017; Sardiman, 2018) . Modules were able to clarify difficult subject matter, generating the power of students' attention in learning. Modules contain materials, images, which help improve student understanding, have a positive impact on student learning outcomes and critical thinking power (Lestari, 2019; Wandini, et al. , 2023; Indrawati, 2012). Modules that were then developed in the form of e-modules have more extensive benefits, able to support students' problem solving power, e-modules make it easier for students, teachers (Zhafirah, et al. , 2020; Rosmandi, et al. , 2021) , and accompanying teachers to understand the structure of the material and the information in it (Imansari, et al. , 2017) , even modules were able to improve students' independent learning abilities (Yuniarti &; Astuti, 2022).

With the various benefits of modules in accordance with the explanation above, the use of teaching modules in the independent curriculum was a must. Every teacher, in carrying out other learning processes, can also identify and implement learning steps when he replaces an absent teacher. In the tutor module, there were components that requisited by the teacher. The Ministry of Education and Culture (2022**)** said that several components in the teaching module, including: 1) initial components containing name, competencies, profiles of pancasila, infrastructure, student goals, and learning styles; 2) foundation components containing educational purposes, essential, lighter quiries, learning tasks, evaluation, enrichment and corrective; 3) remedial consisting of student worksheets, teacher and student reading materials, glossary, and bibliography. Teaching modules were developed on the basis of an independent curriculum, but by providing distinctiveness according to the characteristics and needs of students. Where according to Daryanto (2016**)** there were 5 criteria in the development of teaching modules, namely: 1) examination of objectives and features of content; 2) analysis of learning resources; 3) analysis of student characteristics; 4) set learning goals; 5) management content of learning; 6) set up a strategy for learning process; 7**)** analysis of strategies for learning management; and 8) development of learning outcome measurement processes.

The development of modules was carried out because of the platform provided by the ministry was still in the form of examples common to all schools. Further module development is needed so that the application of modules was in conformity with the characteristics and conditions of students at school. After the development procedure with the ADDIE model, the class VII social studies teaching module developed by the researcher will be assessed for effectiveness in utilization by other social studies teachers in SMP Pekanbaru. Effectivenessis assessed in terms of components and teaching materials. The usefulness of this social studies teaching module was also seen from the learning motivation shown by students after the teacher teaches guided by the teaching module that has been prepared.

2. METHODS

Used R&D (Research and Development) method. According to Sugiyono (2017), research and development aimed to produce and develop certain products, and tested for effectiveness. Modules were said to be effective if they were able to achieve their goals (Commission, 2013), one of which was by looking at teacher responses and student learning motivation. There were many models that can be used in research and development (R&D), and the research series in this paper used ADDIE. ADDIE stands for 5 stages of research and development, namely analysis, design, development, implementation, and evaluation which can be described through Figure 1 below:

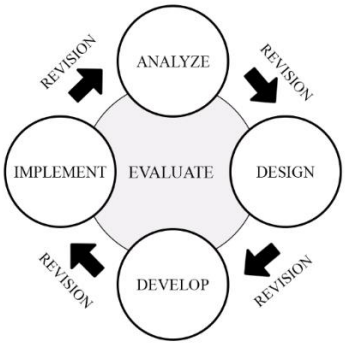

Figure 1. ADDIE Research and Development Model Chart

The ADDIE model above shows a series of research processes: 1) analysis of field needs and facts; 2) module design based on data; 3) novelty or development in the module based on research objectives; 4) trials to see how students and teachers respond to modules; and 5) evaluation at each stage. 1) Analysis stage: Students and teachers were observed and interviewed on teaching module criteria before learning (Mulyatiningsih, 2016). Wethen interviewed teachers regarding social studies modules and instructor expectations. Theory on learning module development and future development was collected along with students' wants. After analysing empirical and theoretical data, learning modules were designed. Learning content, resources, supporting facilities, learning environment, student characteristics, and delivery methodologies were all analysed. 2) Design stage: The analysis informs teaching module design. This step describes the module's components broadly. 3) Module development: Innovation and inventiveness followed. Expert validators approved the module and learning material at this stage. 4) Implementation: After the module was declared practicable, it was tested on students. 5). Each ADDIE series is evaluated to ensure proper research and development.

The study was conducted from September to November 2022 at SMP Pekanbaru. The data used in this study include needs analysis, expert validation, and module effectiveness. The module needs analysis was obtained through observation and interviews of teachers and students. Module validation was carried out by experts in their fields, including validators, material experts, and module experts. The effectiveness of the module was obtained from data on changes in student motivation scores before and after using the module as seen from the outcomes of the motivation form. The validation carried out refers to the theories of Ashhar (2012) and Arsyad (2017) with the following grid:

Table 1. Validation Instrument Gridby Material Expert

No	Aspects	Indicators	Question Point
1.	Content value and goals	1. Suitability of the presentation of substance in module with KD, indicators, and learning objectives	1
2.	Aspects of the novelty of the substance	1. Visualitation of sustance on *up-to-date* modules	2,9
3.	Aspects of material presentation	1. The subject visualitation was arranged, well organized, and abundantly clear	3
4.	Aspects of material relevance	1. The comp contents in the presented modules were correlated to the substance	4, 6
		2. Compatibility of tasks and quizzes with the substance discussed	5
5.	Language aspect	1. The language used was effective, does not affect double meaning, and was corelate to language regulations	7,10
		2. The spelling of the substance was in according to the rules of language	8

Furthermore, for module experts, the grids in Table 2 were used in making validation questionnaires as follows:

Table 2. Validation Instrument Grid by Module Expert

No	Aspects	Indicators	Question Point
1	Aspects of orientation in students	1. Suitability of performance, narration, and language style in the module with student types	1
		2. The whole module was packed interesting and supports student learning activities	7
2.	Aspects of relevance to the subject of teaching	1. Tasks and quizzes related to the desired output	6
		2. Modules allow student learning motivation to increase in class VII social studies learning	8
3.	Visualisation aspect	1. Clearness of visualisation of text, pictures, characters, theory, to be read and understood	2
		2. Color effect, does not intervene in learning tasks	3
4.	Accessibility aspect	1. Ease of access and inexpensive	4
5.	Convenience aspect	1. Practicable and flexible to use in *offline mode.*	5

The validation obtained was analyzed qualitatively by analyzing data, reduction, triangulation to produce conclusions regarding the feasibility of the developed module (Nugraheni, 2017; Lindawati, 2016) . After the module was declared suitable for use by experts, then the module was then seen its effect on student learning motivation. Where the motivation questionnaire was made refers to the theory of learning motivation by Sardiman (2018) with a grid as in Table 3:

Table 3. Learning Motivation Questionnaire Grid

No	Assessment Indicators	Assessment Items	Question Point
1.	Passion and perseverance in doing tasks	1. better understand the summary of material in the social studies teaching module	1
		2. can complete LKPD well	2
2.	Not easily discouraged	1. If you do not find an answer from LKPD, then try to find from other learning sources	3
		2. Attempt to understand the material in the module	4
3.	Show interest in the discussion of the lesson	1. feel time flies quickly when learning social studies	5
		2. IPS teaching modules can also be opened on gadgets easily	6
4.	Enjoys working independently	1. Working together on LKPD	7
		2. By reading the rigkasan material, you can do the task independently	8 9
6.	Defending an opinion	1. Dare to reveal the correct answer about the material in the teaching module to the teacher	10
		2. Explain answers that were believed to be correct with confidence	11
7	Confident in one's own work	1. By understanding the summary of the material in the module, you were sure that you can do it correctly.	12
		2. Not cheating on other friends' work	13
8.	Enjoys finding and solving problems	1. Discuss troubleshooting in the LKPD in the module with friends.	14
		2. Not ashamed to ask the teacher what was not understood in the module	15

Furthermore, to see teacher feedbacks to the use of teaching modules in learning activities, researchers provide teacher response questionnaires at the end of the series of studies with a grid of instruments such as Table 4 below:

Table 4. Instrument Grid of Teacher Response to the Use of Teaching Modules

Indicators	No	Statement
Module Components	1	The IPS teaching module consists of initial components, core components and attachments.
	2	Learning objectives were clearly outlined.
	3	The expected profile of Pancasila students was in line with the learning objectives.
	4	At the learning event, the teacher explains the learning steps carried out
	5	The module contains the assessment carried out equipped with an assessment rubric
Teaching module display	6	The display of the teaching module was attractive and colorful.
	7	Teaching modules were effective for use by teachers.
	8	In the teaching module, there were pictures that match the material
	9	Teaching modules were simple and easy to understand.
	10	Teaching modules can be downloaded and used offline.
Teaching materials	11	Teaching materials were displayed concisely and clearly in the teaching module
	12	The material in the teaching module was arranged based on learning outcomes.
	13	Teaching materials were in accordance with learning objectives.
	14	The chosen learning method was appropriate and in accordance with the material.
	15	Teaching materials were developed effectively.

After the learning motivation questionnaire was given to students. The outcomes of the questionnaire were then analyzed with a different test (t test). The application of the module in the same class and obtained results before and after using the module refers to the *One Group Pretest Posstest Design* research design as Figure 2 below:

O1 X O2

Figure 2. *One Group Pretest Posttest Design*

Information:

X = *Treatment* or learning using modules

O1= *Pretest* score (before learning to use the module)

O2= *Posttest* score (after learning to use the module)

O2-O1 = The impact of modules on student motivation

The difference test (t-test) was performed using the help of SPSS 22. Because the research sample was less than 30, namely 20 students, the difference test analysis carried out was a non-parametric analysis using the Wilcoxon Test. In addition to different tests, learning motivation questionnaires were also analyzed quantitatively by looking at the distribution of answer frequency and classifying the level of student learning motivation with certain criteria. The motivation scale was made with 4 answer choices which appeared in Table 5:

Table 5. Student Learning Motivation Questionnaire Scale

No	Symbol	Information	Score
1	SL	Always	4
2	S	Often	3
3	J	Infrequently	2
4	TP	Never	1

Source: adopted and modified from Riduwan (2018)

The data obtained from the motivation questionnaire was then tabulated, and calculated the overall assessment category of motivation based on the total score. The stages carried out in determining the total score category, until its interpretation such as:

1) Minimum score of all indicators= 1 x 15 = 15
2) Maximum score of all indicators= 4 x 15 = 60
3) Class interval length = $\underline{60\text{-}15}$ = 15

3

Based on calculation above, the basis for assessing student learning motivation according to the total score obtained visualized in Table 6:

Table 1. Learning Motivation Assessment Category

No	Assessment Scores	Categories
1	46 – 60	Tall
2	31 – 45	Keep
3	15 – 30	Low

Source: referring to Sudjana (2017)

In the questionnaire of the teacher's feedback to the use of the module, 4 answer choices were also given in the response questionnaire. There were 15 teacher response questionnaire statements, which were then analyzed quantitatively and classify them with 3 parts similar to Table 6 above.

3. FINDINGS AND DISCUSSION

3.1 Research and Development Process with ADDIE Model

The autonomous curriculum, beginning in 2021-2022, was used to analyse teaching module development in this study. All SIMPKB Principals-registered schools implemented the autonomous curriculum with independent learning alternatives, modification, and sharing. All teachers had to create instructional modules before class. Thus, it was crucial to create this teaching module even though the Education and Culture and Technology Ministry had provided several examples of teaching modules on the independent teaching platform. However, every school and teacher must understand that the teaching modules were arranged according to school conditions, so they cannot be the same as the examples.

Due to an autonomous curriculum, environmental factors, and pupils that differ throughout educational units, teachers create instructional modules to solve learning challenges. Teaching modules preceded classroom instruction. The teaching module freed teachers from topic presentation so they could advise and support students with study activities. From surveys and conversations with social studies teachers, the following was learned: 1) Teachers must know and understand the stages before preparing teaching modules; 2) The steps for learning activities in the learning plan were contained in one of the components in the teaching module prepared for the independent curriculum; 3) The Merdeka Megajar platform module did not fit the learning environment at SMP Pekanbaru; 4) The teaching modules were available.

The results of subsequent observations and interviews were about teacher needs for the availability of teaching modules, especially social studies. The summary of the analysis obtained was as follows: 1) Teachers need to compile teaching modules as tools that must be owned before the learning process was carried out; 2) The preparation of teaching modules begins with analyzing learning outcomes; 3) Learning outcomes were translated into learning objectives; 4) The teaching module was composed consisting of initial components, core components and attachments; 5) The teaching module was prepared referring to examples provided by the government through the Education and Culture and Technology Ministry on the teaching module platform.

According to the outcomes of the analysis of the importance of modules in the application of the independent curriculum, it can be seen that tutors have the freedom to: choose or modify teaching modules that have been provided by the government and adjust teaching modules to student characteristics, or. Develop your own teaching modules according to the characteristics of the learning environment. As a school that implements an independent curriculum with independent learning options, teachers at SMP Pekanbaru, especially social studies subjects, have not prepared teaching modules independently, and only utilize teaching modules on the independent teaching platform, while social studies teaching modules available on the independent teaching platform only consist of a few examples and were not in accordance with the learning conditions and students at SMP Pekanbaru.

In accordance with the results of the analysis described above, the researcher as one of the social sciences tutors at SMP Pekanbaru needs to compile teaching modules independently which were analyzed based on learning outcomes. By analyzing learning outcomes, social studies teaching modules were developed according to the needs of teachers and students. Furthermore, the development of social studies teaching modules can later be utilized in the learning implementation process. As a follow-up, it hoped that developing of teaching modules can be executed by teachers of other subjects. The analysis of existing needs and observations was then evaluated by juxtaposing them with the theory that is the basic reference, where the learning steps performed by teacher were contained in the teaching module in full, and in the appendix section of the teaching module there was also a summary of the material, LKPD, student assessment sheets, literature and glossary that supports learning activities.

The needs analysis data obtained then becomes the basis of reference for the design and development of teaching modules. Previously, the teaching modules used at SMP Pekanbaru were only made in the form of writing typed in Microsoft Word, then printed out and given to students. Design and development were carried out on several aspects, including using the help of the Canva Pendidikan application to make the module look more attractive. Modules were also made in the form of e-modules to be easily deployed, used anytime and anywhere. Some of the designs and developments carried out in this study include:

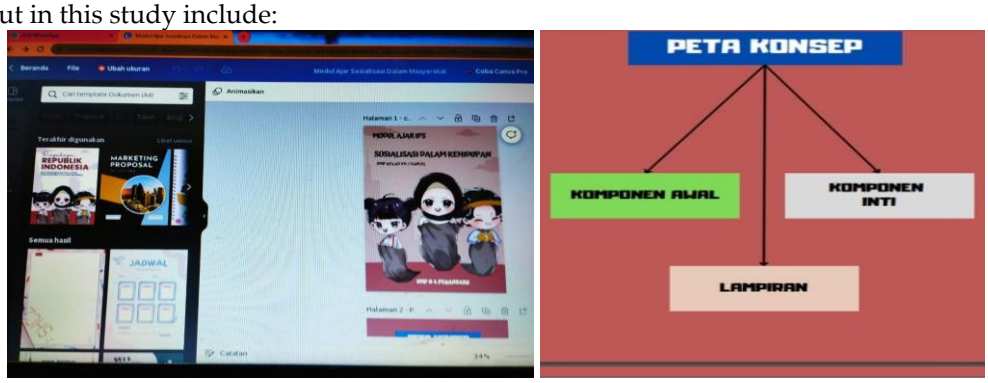

Figure 3. Cover of Teaching Module Results of Researcher Development and Concept Map

The cover was designed as attractive as possible but full of meaning so that it was liked by students and teachers. Furthermore, there was the design and development of the initial items of the social science module in Figure 4 below:

Figure 4. Design and Development of the Initial Items of the Social Science Module

Next was the design and development of the core components of the social studies teaching module. Here the development carried out was the filling of each component adjusted to the terms of the students and the substance to be provided. Learning strategies were chosen in accordance with the

learning target so that it becomes a reference for teachers in the implementation of study as in Figure 5 below:

Figure 5. Core Components of Social Studies Teaching Module

The last component of the Social Studies Teaching Module was an appendix, which includes a summary of the material, student worksheets, assessment rubrics for teachers, glossary and bibliography as shown in Figure 6.

Figure 6. Appendix and Assessment Rubric as Teacher Reference

Figure 6 shows teachers creating knowledge, attitude, and skill assessment rubrics. The end of the teaching module appendix includes a vocabulary and references for instructors to utilise to promote socialisation learning. Teachers can add lesson-appropriate attachments. If the teacher uploads videos, photographs, and other people's works to a module, they must include the author's name, book title, link, or image to avoid plagiarism. To test its efficacy, grade VII students were given the module once the validators approved its design. Researchers also asked teachers about existing teaching modules. The teachers felt the e-module was more effective because students and teachers could download it from the website supplied without printing it. Supervision, validators, and references to important theories and research followed each research and development process.

3.2 Feasibility Analysis of Social Studies Teaching Modules in the Application of the Independent Curriculum

The feasibility of the module was assessed by validators who were experts in their fields (expert judgment). There were 3 module expert validators and 3 material expert validators who provide assessments on the modules developed. This validation suite was included in the module enlargement phase of the ADDIE design. Each validator was given a qualitative questionnaire which was then filled with suggestions and improvements that need to be made so that the module was feasible to implement. For module expert validation, there were 10 questions in the questionnaire with a validation summary in Table 7:

Table 7. Summary of Validation by Module Experts

No	Validators	Evaluation	Decision
Validation Stage 1			
1	Expert Modul 1	The module design was not yet interesting	The teaching module cannot be used yet.
2	Expert Modul 2	Teaching modules were typed in Microsoft word and only colored in the background of the page	Teaching modules were made in attractive forms
3	Expert Modul 3	The teaching module has not been effective because it must be printed	Teaching modules should be revised
Validation Stage 2			
1	Expert Modul 1	All components in the teaching module are in accordance with the teaching module guidelines from the Education and Culture Ministry.	Teaching modules can be piloted
2	Expert Modul 2	Modules converted into e-modules were effective and efficient to utilize.	Teaching modules can be shared with social studies teachers
3	Expert Modul 3	Teaching modules were not long and effective	Teaching modules were worth implementing

In the first stage of validation, the validator states that the module was not yet interesting and was no different from the existing teaching module, there were no color variations. The teaching module was still print-based and was not effective if it has to be printed out. So, the researcher made improvements again until finally in the next phase the validator decided the module feasible to be implemented. Validation was also carried out by material experts with a summary of the validation results as follows:

Table 7. Summary of Validation by Material Profesionals

No	Validators	Evaluation	Decision
1	Material Validator 1	The material was in line with the analysis of learning outcomes.	Class VII social studies teaching materials have been developed based on learning objectives.
2	Material Validator 2	The material was in line with the learning objectives.	The material was worth giving to students.
3	Material Validator 3	The components in the teaching module were in accordance with the provisions of the Education and Culture Ministry based on the guidelines for the independent curriculum teaching module by the Education and Culture Ministry	The description of the components of the teaching module can be used by teachers.

Validation activities with material experts were not too long, because in the first validation all validators assess that the module already contains material that was relevant with the competencies and learning objectives set. So the module was feasible to implement. Based on the final conclusions of module expert validators and material experts, social studies teaching modules were considered suitable for use and implementation by teachers in students at SMP Pekanbaru. The series of evaluation activities show that the design and development carried out continues to be improved until expert validators declare the module feasible to be implemented.

3.3 The Effectiveness of Using Social Studies Teaching Modules in Implementation of the Independent Curriculum

One of the goals of developing social studies teaching modules was to attract students' interest and enthusiasm to learn, especially after the pandemic where students experienced a lot of learning loss. The module that has been declared feasible was then socialized to several social studies teachers at SMP Pekanbaru. Then, teachers carry out learning activities by utilizing social studies teaching modules based on the independent curriculum. Before teaching with modules, teachers distribute learning motivation questionnaires to students consisting of 15 statements. Then, learning was carried out with modules, and at the end of the learning activity 20 students were again given a learning motivation questionnaire. The distribution of student answers in filling out the questionnaire before using the teaching module can be seen in Table 8 below:

Table 8. Distribution of Student Learning Motivation Before using the Module

Category	Assessment Score	Frequency	Percentage (%)
Tall	46 – 60	2	10
Enough	31 – 45	9	45
Less	15 – 30	9	45
Total		20	100

Table 8 shows the distribution of student learning motivation before using the teaching module. It can be seen that the majority of students were at a range of sufficient and deficient motivation levels. After students were given learning with social studies teaching modules, student learning motivation results were obtained as Table 9 below:

Table 9. Student Learning Motivation After using the Module

Category	Assessment Score	Frequency	Percentage (%)
Tall	46 – 60	14	70
Enough	31 – 45	6	30
Less	15 – 30	0	0
Total		6	100

After studying the social studies module, 70% of 20 students were highly motivated. No kids were less motivated than the rest. Compared to before, most pupils were less motivated. Different tests were then performed to determine the module's effectiveness, whether student learning motivation increased after using the module, and whether there was a divergence in average motivation before and after. Table 10 shows the Wilcoxon difference test results for these 20 students:

Table 10. Student Learning Motivation Previous and Following Using the Module

	N	Mean	Std. Deviation	Minimum	Maximum
Motivation Before	20	25,8500	10,05917	15,00	43,00
Motivation After	20	45,1000	5,76651	34,00	54,00

The descriptive above shows that there were 20 students who filled out a motivational questionnaire both before and after using the module. It means that there was an expand in the average learning motivation of students from 25.85 after using the module to 45.1. To see if each student has an increase in the average result of the motivation questionnaire, see the Ranks Table below:

Table 11. Student Motivation Ranks

		N	Mean Rank	Sum of Ranks
Following Motivation (After) – Previous Motivation (Before)	Negative Ranks	0[a]	,00	,00
	Positive Ranks	20[b]	10,50	210,00
	Ties	0[c]		
	Total	20		

a. Motivation After < Motivation Before

b. Motivation After > Motivation Before

c. Motivation After = Motivation Before

The motivation rank in Table 11 shows that the *positive* ranks line shows the number 20, and the negative ranks and ties indicate the number 0. This means that all students experience an increase in their average motivation score after learning using the module. None of the students experienced a decline due to a negative rank score of 0, and there were also no students with the same motivation score before and after using the module. These results show that modules positively impact student motivation. To see the significance of the difference in the average learning motivation of students before and after using the module, it visibles in the following Statistical Test Table:

Table 12. Test Statistics

	Motivation After - Motivation Before
Z	-3.929[b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 12 shows a significance figure of 0.000, which was less than 0.05. The number 0.000 means a significant difference between students' learning motivation before and after using the module. This means that modules were effective for increasing student learning motivation. These results show that the application of the enlargement of independent curriculum modules can be applied continuously to increase student enthusiasm for study and reduce the impact of learning loss.

3.4 Practical Level of Social Studies Teaching Module

The purpose of developing social studies teaching modules in this research was to upgrade the competencies of social studies teachers to design teaching modules in line with the implementation of the independent curriculum. If this teaching module was categorized highly according to the results of the questionnaire analysis given to social studies teachers at SMP Pekanbaru, it can be published as its own design by taking into account the guidelines for preparing teaching modules from the Education and Culture Ministry.

In the trial activity of 1 teaching module, questionnaires were distributed related to the effectiveness of the use of teaching modules for social studies teachers at SMP Pekanbaru. The questionnaires distributed amounted to 15 items, where the highest score waslah 60 obtained from 15x4 and the lowest score was 15 obtained from 15x1. Because there were three levels of assessment, the highest score was 60, further divided to three categories, named with high, medium and low.

If the total number of questionnaires obtained by teachers was in the range of 41-60, it means that the level of practicality was categorized as high. If the number of teacher scores was in the range of 21-42, it means that the level of practicality was categorized as medium, and if the number of teacher scores was in the range of 1-20, it means that the level of practicality was categorized as low.

Based on results of the distribution of phase 1 questions to six social studies teachers at SMP Pekanbaru related to the development of social studies teaching modules that have been accomplished, the results visualized in Table 13:

Table 13. Frequency Distribution Practicality of Utilization of Phase 1 Teaching Modules

Category	**Assessment Score**	**Frequency**	**Percentage (%)**
Tall	41 – 60	3	50
Keep	21 – 40	3	50
Low	1 – 20	0	0
Total		6	100

Table 13 illustrates that six social studies teachers in SM P 4 Pekanbaru have assessed thepracticality of using social studies teaching modules in Tto 1. The categories in the assessment were high, medium and low. It was known that some revealed that the teaching module was high category, and some revealed low category, and no teacher revealed that the teaching module was low category.

Overall, most teachers provide alternative answers to numbers 1, 2 and 3. Thus, there were still teachers who give an assessment that the teaching module was in the low category, meaning that the grade of practicality of the module was high for them to use. Furthermore, the results of this questionnaire analysis were also used as evaluation material to improve the teaching modules that have been developed.

After improving and revising the social studies teaching module according to the results of the expert team's evaluation and the results of the distribution of the stage 1 questionnaire, the stage 2 questionnaire was then redistributed to six social studies teachers at SMP Pekanbaru with the same points. According to results of stage 2 questionnaires to six social studies teachers at SMP Pekanbaru related to the development of social studies teaching modules that have been carried out by researchers, the outcomes can be known in Table 14:

Table 14. Practical Distribution of Utilization of Phase 2 Teaching Modules

Category	Assessment Score	Frequency	Percentage (%)
Tall	41 – 60	6	100
Keep	21 – 40	0	0
Low	1 – 20	0	0
Total		6	100

Table 14 shows that six SMP Pekanbaru social studies instructors evaluated stage 2 high course teaching modules. Assessment categories were high, medium, and high. All teachers said the teaching module was easy to use, uncomplicated, and could be downloaded as a pdf on their Androids. All teachers gave alternative responses to 2, 3, and 4. All teachers deliver high-quality module assessments—practical modules to use. According to the questionnaire study and teacher and student interviews, the teacher thought the practical module should be disseminated to students, easily accessible because it was electronic-based, could be used with simple devices, and made it easier for teachers to develop. Electronic modules allow students to use them on their favourite devices. The modules were appealing, brief, and simple to understand.

Discussion

The research used an ADDIE model research and development strategy. Research begins with the examination of demands and challenges connected to implementing current modules, government-independent curricular modules, and new items. The curriculum, student characteristics, and learning facilities were also analysed to complete the data. Analysis data informs module design and development. Canva Education was used to create e-modules. Validators and supervisors enhanced modules until professional judges certified them valid. The module was implemented on 20 SMP Pekanbaru students. Researchers share modules with teachers for feedback on changes. The module was adopted by various SMP Pekanbaru social studies teachers after its approval. Before and after learning activities, learning motivation questionnaires were administered to compare module effectiveness. Teachers said the modules are practical and useful. After quantitative analysis and Wilcoxon difference test, social studies teaching modules boosted student motivation.

Increasing student motivation was relevant to the statements of Yusuf (2011) and Mudjiono (2015) that learning modules were one of the elements that affected student achievement. Study activities with modules make students feel happy, easier to understand, and learning activities become more varied (Daryanto, 2016; Aghni, 2018; Rivai, 2019). Student responses to enthusiastic, curious, and eager learning activities to complete tasks were aligned with theory (Rivero-Menéndez, Urquía-Grande, López-Sánchez, & Camacho-Miñano, 2018; Sardiman, 2018; Uno, 2021) that increased motivation due to learning using modules has a good effect on student study behavior. The increased motivation after using the teaching module was also according to research conducted by (Prakoso, 2022 and Handayani, et al., 2022).

Overall, research activities achieve their objectives, namely the validity of the module and its effectiveness on student motivation. However, there were still some obstacles in research where

students need to be trained to do HOTS questions because Student Worksheets (LKPD) were presented in the form of HOTS. Then, modules were developed for 3 materials from all IPS materials, this can certainly be an opportunity for further researchers in developing modules on other social studies materials. The module can be accessed via a student's smartphone with a link provided by the teacher, so that its use was more flexible. In the future, this module was expected to reach other schools that were already based on an independent curriculum.

4. CONCLUSION

Due to the limits of Education and Culture Ministry platform sample modules, an independent curricular module must be designed to meet school students' demands. ADDIE was used to create Independent Curriculum class VII social studies teaching modules. Data needs examination from empirical and theoretical phases. Then module design based on needs analysis. Several module advantages were developed with the design. Professional module and material validators approved the model and enlargement findings, which were then qualitatively analysed. Validator declares module usable. After being declared viable, the module was evaluated for limited trials, improved, and implemented on the given object. After limited trials and deployment, the Independent Curriculum class VII social studies teaching module boosted student learning motivation. Compared to before taking the module, most students were low and medium motivated in limited trials. The module's implementation results improved its effectiveness. Professionals found that the teaching module's material met government-set learning outcomes through the Education and Culture Ministry's analysis of learning ingredients. The material made met study objectives based on learning outcomes. The teaching module followed Education and Culture Ministry guidelines. Validators generally believed instructional modules could be created and used. Modules were required to be practical and functional for tutees and tutors and increase motivation. Module practical level from six teachers in the limited trial phase had the highest module usage response form score. The Independent Curriculum's class VII social studies teaching module enlarged with ADDIE type model was easy to use, effective in motivating students, functional, and useful for students and teachers, especially in SMP Pekanbaru. Researchers intend to construct class VII social studies modules in one school year despite their constraints in presenting module material. Also suitable for various junior high levels. Student worksheet questions were maximised to be HOTS-based yet easy to understand and complete.

REFERENCES

Aghni, R. I. (2018). Functions and Types of Learning Media in Accounting Learning. *Indonesian Journal of Accounting Education*, *16*(1), 98–107. https://doi.org/10.21831/jpai.v16i1.20173

Alifia, U., Barasa, A. R., Bima, L., Pramana, R. P., Revina, S., &; Tresnatri, F. A. (2020). Learning from Home: A Portrait of Learning Inequality During the Covid-19 Pandemic. *SMERU Research Notes*, 1(1), 1–7.

Andriani, W., Subandowo, M., Karyono, H., &; Gunawan, W. (2021). Learning Loss in Online Learning during the Corona Pandemic. Proceedings of the *National Seminar on Learning Technology, State University of Malang*, 485–501. https://doi.org/http://snastep.com/proceeding/index.php/snastep/index

Andriani, S. W. (2021). Implementation of the Emergency Curriculum during the Covid-19 Pandemic at SD Negeri Bugel. *Journal of Dikdas Bantara*, *4*(2), 117. https://doi.org/10.32585/dikdasbantara.v4i2.1641

Anju Nofarof Hasudungan, Ofianto, &; Tri Zahra Ningsih. (2022). Learning Loss: A Real Threat in Education for Underprivileged Students and Remote Regions during the Covid-19 Pandemic. *International Journal of Distance Education and E-Learning*, *7*(1), 12–23. https://doi.org/10.36261/ijdeel.v7i1.2223

Arsyad, A. (2017). *Learning Media*. Jakarta: PT Raja Grafindo.

Ashhar. (2012). *Creative Developing Learning Media*. Jakarta: GP Press.

Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and T. R. I. (2022). *Academic Study of Curriculum for Learning Recovery*. Jakarta: Ministry of Education and Culture and Technology.

Disaster, B. N. P. (2020). Decree of the *Head of the National Disaster Management Agency concerning the Extension of Certain State of Emergency Status for the Corona Virus Disease Outbreak in Indonesia*. Retrieved from https://bnpb.go.id

Blagg, K. (2021). The Effect of COVID-19 Learning Loss on Adult Outcomes. *Urban Institute*, 1–17.

Commission, P. (2013). *On Efficiency and Effectiveness: Some Definitions*. Canberra: Commonwealth of Australia.

Daryanto. (2016). *Learning Media*. Yogyakarta: Gava Media.

Basic, D. S. (2021). The importance of diagnostic assessment so that teachers know the strengths and weaknesses of students. Retrieved November 1, 1 B.C.E., from https://ditpsd.kemdikbud.go.id/artikel/detail/pentingnya-asesmen-diagnostik-agar-guru-tahu-kelebihan-dan-kelemahan-murid #

Engzell, P., Frey, A., &; Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. Proceedings of the *National Academy of Sciences of the United States of America*, *118*(17). https://doi.org/10.1073/PNAS.2022376118

Hanafiah, H., Sauri, R. S., Mulyadi, D., &; Arifudin, O. (2022). Overcoming the Impact of Learning Loss in Improving the Quality of Learning in Senior High Schools. *JIIP - Scientific Journal of Educational Sciences*, *5*(6), 1816–1823. https://doi.org/10.54371/jiip.v5i6.642

Handayani, D., Anwar, Y. A. S., Junaidi, E., &; Hadisaputra, S. (2022). Development of Problem Based Learning (PBL) Acid-Base Material Chemistry Learning Modules to Increase Student Learning Motivation. *Chemistry Education Practice*, *5*(1), 107–114. https://doi.org/10.29303/cep.v5i1.2765

Hanushek, E. A., &; Woessmann, L. (2020). The Economic Impacts of Learning Losses. In *OECD Education Working Papers*.

Imansari, N., &; Sunaryantiningsih, I. (2017). The Effect of Using Interactive E-Modules on Student Learning Outcomes on Occupational Health and Safety Materials. *Imansari, N., &; Sunaryantiningsih, I, 2*(1), 11–16. https://doi.org/https://doi.org/10.30870/volt.v2i1.1478

Indrawati, H. (2012). Improving Students' Critical Thinking Skills through the Implementation of the Controversial Issues Model in the Eyes of Human and Natural Resource Economics. *Pekbis Journal*, *4*(1), 63–70.

Indrawati, H., & Caska. (2019). Analysis of economic learning success. *International Journal of E-Collaboration*, *15*(4), 18–30. https://doi.org/10.4018/IJeC.2019100102

Jessica Jesslyn Cerelia*, Aldi Anugerah Sitepu*, Farid Azhar L.N., I. R. P., & Mikayla Almadevi, Mohamad Naufal Farras, Thalita Safa Azzahra, T. T. (2021). Learning Loss Due to Distance Learning During the Covid-19 Pandemic in Indonesia. *National Seminar on Statistics X*. Department of Statistics FMIPA Universitas Padjadjaran.

Ministry of Education and Culture. (2022). Example-Module-Teaching. Retrieved from https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/en-us/articles/5010317055769-Contoh-Modul-Ajar.

Sustainable. (2019). The Development of Web Learning Based on Project in The Learning Media Course at IAIN Kendari. *Journal of Islamic Education*, *5*(1), 39–52.

Lindawati, S. (2016). The use of qualitative descriptive methods for the analysis of tourism development strategies in Sibolga City, North Sumatra Province. *APTIKOM National Seminar (SEMNASTIKOM), Hotel Lombok Raya Mataram*, 833–837.

Mudjiono, D. and. (2015). *Learning and learning*. Jakarta: PT. King Grafindo Persada.

Mulyatiningsih, E. (2016). *Applied research methods in the field of education*. Yogyakarta: Yogyakarta State University.

Prakoso, I. (2022). *Development of Orsaev-based learning e-modules (Orientation, Preparedness, Action,*

Evaluation) to increase learning motivation and strengthen the character of volcano disaster mitigation in SM (Semarang State University) students. Semarang State University. Retrieved from https://digilib.uns.ac.id/dokumen/detail/87355/Pengembangan-E-Modul-Pembelajaran-Berbasis-Orsaev-Orientasi-Siap-Siaga-Aksi-Evaluasi-Untuk-Meningkatkan-Motivasi-Belajar-dan-Memperkuat-Karakter-Mitigasi-Bencana-Gunung-Berapi-Pada-Siswa-SMA

Riduwan. (2018). *Measurement Scale of Research Variables*. Bandung: Alfabeta.

Rivai, N. S. and A. (2019). *Teaching Media*. Bandung: Sinar Baru Algesindo.

Rivero-Menéndez, M. J., Urquía-Grande, E., López-Sánchez, P., &; Camacho-Miñano, M. M. (2018). Motivation and learning strategies in accounting: Are there differences in English as a medium of instruction (EMI) versus non-EMI students? *Revista de Contabilidad-Spanish Accounting Review*, *21*(2), 128–139. https://doi.org/10.1016/j.rcsar.2017.04.002

Rosmandi, A., Mahdum, M., &; Indrawati, H. (2021). Development of E-learning-based Social Studies Learning Media for Class VII Semester II Junior High Schools. *Journal of Educational Sciences*, *5*(1), 53. https://doi.org/10.31258/jes.5.1.p.53-65

Sardiman. (2018). *Interaction & Motivation for Teaching and Learning*. Jakarta: PT Raja Grafindo Persada.

Sudjana, N. (2017). Assessment of the *results of the teaching and learning process*. Bandung: Remaja Rosdakarya.

Sugiyono. (2017). Research *& Development Methods, Research and Development*. Bandung: Alfabeta.

Terence Day, I-Chun Catherine Chang, Calvin King Lam Chung, William E. Doolittle, J. H. & P. N. M. (2021). The Immediate Impact of COVID-19 on Postsecondary Teaching and Learning. *The Professional Geographer*, *73*(1), 1–13. https://doi.org/10.1080/00330124.2020.1823864

MR, S. K., Mahmudah, F. N., &; Pratama, D. (2022). Implementation of the Essential Curriculum (Emergency) at SMA Muhammadiyah Tanjung Redeb. *Tambusai Journal of Education*, *6*(2), 16311–16318. Retrieved from https://jptam.org/index.php/jptam/article/view/5064

Unesco. (2020). *290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response*. Retrieved from https://www.unesco.org/en/articles/290-million-students-out-school-due-covid-19-unesco-releases-first-global-numbers-and-mobilizes

Uno, H. (2021). *Theory of Motivation and Its Measurement Analysis in the Field of Education*. Jakarta: Bumi Aksara.

Wandini, S., Setyansah, R. K., &; Masfingatin, T. (2023). Development of Mathematics e-Modules based on PjBL STEM on Materials Constructing Flat Side Spaces to Improve Mathematical Communication Ability of Junior High School Students. *AL-ISHLAH: Journal of Education*, *15*, 533–548. https://doi.org/10.35445/alishlah.v15i1.2497

Yuniarti, F., &; Astuti, B. (2022). *Development of Tutoring E-Modules Through Metacognitive Strategies to Improve Self-Regulated Learning for Junior High School Students*. *14*, 2657–2676. https://doi.org/10.35445/alishlah.v14i1.1327

Joseph, S. (2011). *Guidance and Counseling Program in Schools.* Bandung: Rizqi Press.

Zhafirah, T., Erna, M., &; Rery, R. U. (2020). Development of E-Module Based on Problem Based Learning (PBL) in Hydrocarbon Material. *AL-ISHLAH: Journal of Education*, *12*(2), 216–229. https://doi.org/https://doi.org/10.35445/alishlah.v12i2.263