



Related Model (Connected): Development of Integrated Social Studies Learning Module

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Abstract: This article is based on the development research to produce Module Education of Social Science Unity Based Connected Mode in learning. Model development is adapting from Dick and Carey's design. The present model validation by some experts, such as social sciences and teachers' learning. It also has been tested on the students of the seventh grade at the MTCN 4 Kota Jambi. The result revealed that the product (module education of social science unity-based connected mode) improves students' knowledge and makes learning meaningful and fun.

Keywords: development product, evaluation, try-out.

1. Introduction

An attractive, appropriate, and contextual learning process must be carried out with various strategies by educators in each learning process to achieve effectively and efficiently (Wegner, C., Minnaert, L., & Strehlke, F., 2013) (Peculiar, L., & Bocos, M., 2015) (Edmondson, A. C., 2011) (Sanjana, 2021). The choice of teaching strategy depends on the mastery of the technique and the material to be delivered. One strategy that can use is the development strategy. A strategy is said to be a development strategy if the organisation intentionally designs a strategy that wants to increase the status, capacity, and resources, giving birth to a new, different organisational posture. The organisation is entirely laid out and operated in development mode.

Bryson added that the strategy is said to be a development strategy if the strategy seeks to create a new, better future. This strategy can only implement if the support from the organisation's external environment is adequate. He added that a formal planning system could guide designing this strategy (Suwarsono, 2012). Educators or teachers are required constantly to carry out various developments in various matters such as syllabus and curriculum development, development of teaching materials, development of assessment procedures, and others (Gough, S., & Scott, W., 2003) (Zain, 2017) (Baderiah, 2018).

Related to the development of teaching materials, educators need to develop teaching materials in the form of modules (Munzil et al., 2022) (Sungkono, 2009). One of the purposes of compiling the module is to accommodate the various levels and speeds of students' learning. Students with high learning speed can

learn faster and complete modules more quickly. Furthermore, and vice versa, slow people are welcome to repeat it (Aprilia, A., 2017). Therefore, educators must do modules, especially for Integrated Social Studies learning (Retnawati, 2016).

Integrated Social Sciences (IPS) is an integration of various branches of social science such as sociology, history, geography, economics, politics, law, and culture (Sapriya, 2009) (Maria, M., Abbas, E. W., & Mutiani, M., 2021). Judging from Taranto (2020) states that Social Sciences are formulated based on social realities and phenomena that embody an interdisciplinary approach from aspects and branches of social sciences (sociology, history, geography, economics, politics, law, and culture). The meaning of integration into social studies is because of the relationship between various aspects and materials in the essential social studies competencies. Integration in social studies learning intends to make social studies learning more meaningful, effective, and efficient.

Through integrated social studies learning, students can gain direct experience to add strength to receive, store, and produce impressions about the things they learn (Widiastuti, E. H., 2017). Thus, students are training to find the concepts they have studied thoroughly (holistic), meaningful, authentic, and active for themselves. The integrated learning approach arranges to learn programs from various science branches within the social sciences family. In this case, the development of integrated learning can take a topic from a particular branch of science and then complete, discuss, expand, and deepen with other branches of science. Topics/themes can develop from developing issues, events, and problems (Utomo, E. P., 2018). It can form problems that can be seen and solved from various disciplines or points of view, for example, floods, slums, tourism potential, science and technology, social mobility, modernisation, and revolution, which various social science disciplines discuss.

In addition, the integrated social studies learning model can facilitate and motivate students to recognise, accept, absorb, and understand the linkages or relationships between concepts, knowledge, values or actions contained in several indicators and Basic Competencies (Utami, N., & Basir, 2007). M.D., 2018). By using the integrated social studies learning model, psychologically, students are led to think broadly and deeply to capture and understand the conceptual relationships presented by the teacher. Furthermore, students will get used to thinking directed, orderly, intact, comprehensive, systematic, and analytical. Thus, this learning model guides students' learning abilities in terms of intelligence and creativity.

Integrated social studies learning in schools is not a problem, especially at the SMP/MTs education units level, even though the existing social studies teachers are lacking, or not all teachers have complete educational specialisations (Sutrisna, E., & Wasino, W., 2010). For example, in a school, there are only social studies teachers from the discipline of history education expertise or geography education. In contrast, those from the scientific specialisation of economics and sociology education are not available. It should not be a problem if the existing teachers have a good understanding of social science disciplines, not only an understanding of the scientific field that is their specialisation. Social studies teachers are required not only to master skills for educating and teaching but also to have vertical insight, namely, deep and reflective insight about the field of study that they teach, and horizontal insight, which is friendly to concepts, propositions, and social sciences theory or cultural sciences, even ecology. In other words, social studies teachers must be able to design and implement integrated learning programs that are well-organised and constantly refresh, expand and deepen knowledge about social sciences and human values (Purnomo, A., 2007).

Integrated Social Studies subjects have a compact subject matter with a limited number of lessons, namely 4 hours per week for each class. The learning of the materials contained in the Integrated Social Sciences subjects at MTsN 4 Kota Jambi has been mainly carried out conventionally with methods that also depend on the teacher's creativity. The use of computers and internet information technology rarely use at all in learning. Teachers as educators must be able to sort out which learning models are appropriate to the situation and conditions of the learning that they carry out while at the same time selecting and developing appropriate teaching materials by learning objectives (Asyafah, 2019), (Ulfa & Saifuddin, 2018). One of the teaching materials teachers can develop is learning modules (Nurdyansyah, 2018), (Rahdiyanta, 2016).

Based on this description, the learning modules developed in this research are arranged based on the selected model using a connected model, namely the development of learning modules with specific models that are combined based on the relationship between concepts, skills, or abilities developed in a

particular subject, with another subject in one subject that discussed and then displayed in the learning process, especially Integrated Social Studies subjects.

2. Methodology

Integrated IPS module development methods based on these related models (connected) involve:

- a. development model;
- b. development procedures, involve:
 - 1) preliminary study: literature study and field study;
 - 2) product design;
- c. product trial, involve:
 - 1) trial design;
 - 2) trial subjects;
 - 3) data types;
 - 4) data collection instruments;
 - 5) data analysis techniques.

The model used in the development of the Integrated Social Studies learning module based on this connected model uses the Dick and Carey (2015) design model, which modify into five steps, namely:

- a. initial situation analysis stage;
- b. the activity of the product design development stage;
- c. product development stage;
- d. product appraisal stage;
- e. product revision stage.

3. Results and Discussion

3.3 Results

To obtain the input in terms of the contents of the Integrated Social Studies learning module based on a connected model, the developer tested the product on an expert on social studies subjects, namely Prof. Dr H. Rahmat Murbojono, M.Pd., who is a permanent lecturer at the Jambi University Postgraduate Program. Data collection was collected using a questionnaire. The results of the module content expert's responses obtained a score of 39, the provisions of the score of 39 on the scoring criteria, including good criteria.

Meanwhile, to obtain input in educational technology, the developer tested the product on the selected educational technology expert, Dr.H. Suratno, M.Pd., the Director of the Jambi University Graduate Program. This data collection was collected using a questionnaire. The results of the technical expert's response obtained a total score of 40, the provisions of the score on the scoring criteria, including good criteria.

Furthermore, the data obtained from the Integrated Social Studies subject teacher at MTsN 4 Kota Jambi, which the developer selected was Respondent 1, with an acquisition score of 60 according to the criteria, meaning very good. The second teacher is Respondent 2, with a score of 62 according to the criteria means very good. Furthermore, the teacher who became the third respondent with an acquisition value of 60 according to the criteria was very well.

The trial respondents for small groups consisted of 20 students divided into two groups (the group that used the module was ten people, and the group that did not use the module was ten people) taken from two different classes, which took five students from each class who had the ability above the average or the top 5 rankings, and five students who have abilities below average or the bottom five ranks. The results of the questionnaire test on the module content obtained an average value of 47.5 according to the criteria, which means very good. Meanwhile, in terms of student learning mastery obtained from the test scores on the module, the total number of students who experienced learning mastery was 12 people, with a score of 80. In contrast, the other eight students scored below the criteria for learning completeness and had not completed yet, so they had to repeat the previous subject matter.

3.4 Discussion

This section describes the interpretation of the data and the revision of the development results. The interpretation of the data is explained based on the data collected from the assessment instrument consisting of social studies subject experts, educational technology experts, subject teachers, and respondents.

Interpretation of the assessment data of Integrated Social Studies subject content experts, which includes: medium lesson content format, clarity of instructions for using medium learning media, clarity of learning objectives is reasonable, content conformity with moderate learning objectives, conformity of learning content with moderate SK/KD, suitability of learning resources has been good, the attractiveness of the content is good, the effectiveness and practicality of the content is excellent, the clarity of the content of the lesson is excellent, the ease of understanding the content of the lesson is excellent.

While the interpretation of the educational technology expert assessment data for the modules developed include: medium media format, clarity of instructions for using media is good, clarity of learning objectives is good, media compatibility with learning objectives is excellent, media compatibility with students' ages is good, learning resource compatibility is good, moderate media attractiveness, good media effectiveness and practicality, good content clarity and media technology, a good understanding of the use of the developed technology.

Furthermore, the responses from the Integrated Social Studies subject teachers to the modules developed based on the connected model can be interpreted as follows:

- a. Based on module requirements:
 1. the description of the content of the material present coherently, starting from low-level material to high-level material;
 2. the description of the content of the material is related to the context of moderate life;
 3. content descriptions build students' understanding;
 4. the description of the content of the material stimulates to ask questions and think creatively is good;
 5. there are learning activities that lead to proper problem-solving;
 6. there are learning activities that lead to forming learning activities together / learning communities (learning community) have been suitable;
 7. there are learning activities that lead to research and discovery that have been good;
 8. there are learning activities that lead to finding exemplary values from the surrounding environment that have been good;
 9. there are learning activities that lead to good habituation;
 10. there are learning activities that lead to reflection and good self-assessment;
 11. there is an authentic assessment to measure the achievement of good learning outcomes;
 12. clarity of content, sentence expression, typeface, illustrations, examples and pictures that are loaded have good elements;
 13. the attractiveness, compatibility, and ease of use of learning for junior high school / MTs students are good.

The percentage of moderate or good conditions is visualised as follows.

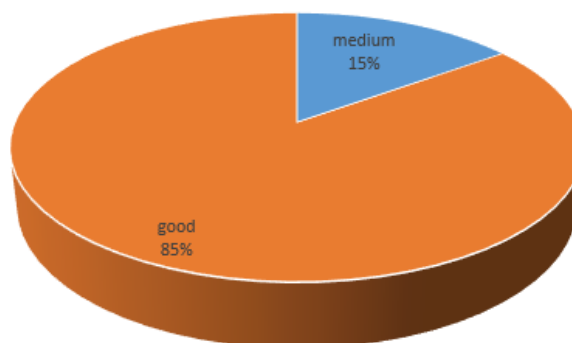


Figure 1. Percentage of Module Condition

Based on the teacher needs assessment questionnaire from three Integrated Social Studies subject teachers, it states that the learning modules used needed to develop.

- b. Based on a field trial questionnaire for Integrated Social Studies subject teachers;
1. the accuracy of the location of the instructions is appropriate;
 2. clarity of the contents of the instructions is apparent;
 3. the attractiveness of the display of instructions is fascinating;
 4. displaying images that follow the subject matter is appropriate;
 5. clarity of pictures for students to understand, apparent;
 6. the attractive appearance of the image presentation is interesting;
 7. conformity of learning objectives with SK/SD, is very appropriate;
 8. clarity about the abilities that students must master, apparent;
 9. the accuracy of the formulation of learning objectives, which refers to students' learning completeness, is exact;
 10. the suitability of the contents of the description of the learning material with the learning objectives is very appropriate;
 11. the suitability of the content of the learning material with the sub-subjects is very appropriate;
 12. the suitability of the content of the learning material is easy for students to understand and very appropriate;
 13. the suitability of the content of the learning material with the competence study is very appropriate;
 14. the attractiveness of the display of the contents of the learning material is already mesmerising;
 15. the suitability of the contents of the learning summary with the SK/KD is appropriate;
 16. the clarity of contents of the summary to make it easier for students to achieve complete learning clear;
 17. the suitability of the contents of the summary with the concepts/knowledge learned is very appropriate;
 18. the suitability of the task with the concept/knowledge learned is appropriate;
 19. clarity of task instructions, very clear;
 20. the suitability of the task with the assessed instrument sheet is very appropriate;
 21. the suitability of the test with the concept/knowledge learned is very appropriate;
 22. the clarity of test instructions is apparent;
 23. the suitability of the test with the instrument sheet assessment is very appropriate.
- The explanation above can simplify into the following figure.

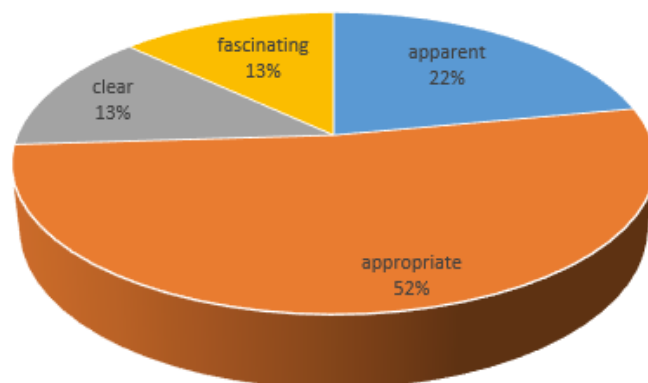


Figure 2. Percentage of Field Trial Results

While the interpretation of the results of small group trials on development products in the form of Integrated IPS modules based on connected models is as follows:

1. the display format of the module is perfect;
2. the clarity of the instructions for using the module is excellent;
3. the clarity of the order of the subject matter is excellent;

4. the clarity of the letter print is perfect;
5. the material presented is perfect;
6. the grammar of the material description is good;
7. short, practical, and easy-to-understand material is excellent;
8. contain subject matter that is interrelated with others is good;
9. the ease of learning the content of the module material is perfect;
10. the suitability of evaluation questions with the subject matter is suitable.

Based on the written opinion regarding the goodness of using the small group module, it states that it was good. The percentage of the result interpretation of the small group trial above can present in the following figure.

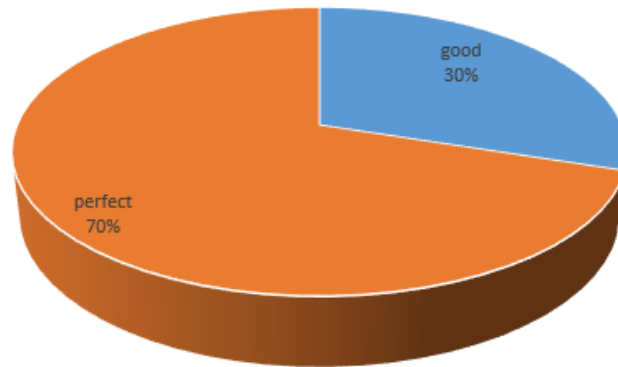


Figure 3. Percentage of Interpretation Conditions of Small Group Trial Results

For the interview instrument for the respondent group, it can interpret as follows:

1. the integrated subject matter makes it easier for students to understand the subject matter;
2. the resulting module development provides benefits to respondents in learning;
3. the obstacles or difficulties in learning the material in the module are relatively non-existent;
4. the description of the subject matter in the module can be understood easily;
5. the subject matter in the module is engaging for students to learn;
6. respondents feel motivated to understand the content of the module;
7. a description of the subject matter in the practical module;
8. the description of the material in the module broadens students' thinking horizons;
9. questions in assignments and exercises do not make it difficult for students;
10. respondents agree to continue using the module in studying Integrated Social Studies subject matter.

For field test instruments on respondents, it can interpret as follows:

1. respondents' impression of Integrated Social Studies learning using the module was very satisfactory;
2. respondents' impression of how to learn by using the module was very satisfactory;
3. difficulty in learning the material described in the module, none/not tricky;
4. the impression of respondents in completing independent tasks contained in the module is very satisfactory;
5. the subject matter in the module contains several Integrated Social Studies subjects at once and interrelated between one issue and another, already exists / already has;
6. the module presents Integrated Social Studies subject matter effectively and practically and is easy to understand and already very practical;
7. modules can/need to be made to facilitate Integrated Social Studies learning, which is very necessary.

Using the Integrated IPS module based on connected models from the observations made by developers in the field can be interpreted as follows:

1. In the use of Integrated Social Studies from the side of the subject, teachers choose three teachers who teach in different classes and can use the module well, which makes it easier for teachers to explain relatively dense subject matter with limited learning hours. Time is more

efficient and practical because it presents several subject matters simultaneously. Have a systematic mindset in linking subject matter from learning resource books to the material in the module, and have sufficient knowledge of the material described in the module.

2. Use by students. Students can use the module well and have an intense motivation to study the material presented in the module.

Meanwhile, from the data based on the results of the respondents' evaluation, 20 students were given different treatments (the first group learned to use the development module, and the second group studied conventionally). The number of students who finished getting a score of 80 was 12, and 8 other students were declared incomplete and had to repeat the subject matter in the previous lesson. With such results, it means that more students complete learning when using the learning module than students who do not use the module. Product revisions based on comments or suggestions from teachers and students are not carried out due to any comments or suggestions for revision.

4. Conclusion

- a. Based on the principles of independent learning, this product development module can use by students in face-to-face meetings with the teacher. However, it can also use as independent study material. The module is also equipped with instructions for using the module, mapping SK, KD, and interrelated materials integrated into learning. There is an evaluation and measurement of the achievement of the evaluation results.
- b. Teachers who use this module are Integrated Social Studies subject teachers who teach in grade VII SLTP/MTs and the equivalent who function the module as one of the teaching materials adapted to SK, KD in KTSP. Meanwhile, students who use the module are class VII students who have never used a learning module at all. The instruments and validity used in this study are in the form of questionnaires and observations with a limited subject matter. The instrument results and the questionnaire of Integrated Social Studies subject teachers who teach at MTsN 4 Jambi City state that this learning module has effectiveness and practicality in learning.
- c. Integrated Social Studies learning using the developed module can increase student motivation in learning. It can see from the research instruments and learning outcomes of students who use the module more thoroughly than students who study conventionally.

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