

# Training On The Development Of Thematic Module At SDN Tanjungrejo 01 Malang

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## ABSTRACT

The availability of teaching materials that are in accordance with the conditions of students and the learning environment becomes a necessity. These needs can only be met by those who come in direct contact with students in the learning process. Fulfilling the need for teaching materials will help students master learning material. One of the practical teaching materials is a module. Modules become part of the complete set of learning tools. So the teacher also has an obligation to develop teaching materials in the form of modules. The training on the preparation of thematic modules consists of 2 stages, namely the delivery of methods and their systematic preparation and the preparation of draft modules. Through the implementation of training on the preparation of thematic modules, it is able to encourage and improve the skills of teachers to make teaching materials according to the needs of their students. The results of making modules can be used alone and can also be publicized for sale and purchase. It can increase the diversity of teaching materials for the completeness of learning resources.

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## 1. Introduction

The implementation of learning definitely requires learning resources that can provide learning material for students. In the implementation of learning there are various learning resources that can be used by teachers to teach. One of these learning resources is a module (Maidah, 2015). In addition to learning resource modules, it can be said that their existence is very diverse, such as those around us. Learning media can also be used as learning resources, especially media created by students (Yasa, 2020). Learning in the 2013 curriculum in the form of thematic learning has actually been provided with teaching materials in the form of teacher books and student books by the government. However, the existence of student books and teacher books is generally applicable to all students throughout Indonesia. So that there is often a discrepancy between the material in the student handbook and the environmental conditions around students as a form of integrated learning that should be in accordance with the student's living environment.



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Learning resources in the form of modules can be part of helping teachers succeed in the planned learning objectives. Practical learning resources in the application form of modules because they contain specific material descriptions and are equipped with exercises and activities to hone students' knowledge, skills and attitudes (Ariyani, YD, Wangid, 2016). The need for modules that are applicable during learning should be made by the teacher himself. This is of course related to why, how, for whom, and what materials require modules (Sulistiyowati.P, 2018). Based on the needs analysis, the teacher can arrange modules that are useful in learning. When the module that has been produced by the teacher can not only be used in learning, the book also has value to support his career. If interested, the module product can also be offered to book publishers to be printed, reproduced and sold freely in the market. This can increase the fee for the teacher who wrote the module.

Many teachers are not aware of the benefits of making their own teaching materials. It can also be influenced by the teacher's workload which is quite dense so that sometimes they do not have time to even think about making their own teaching materials. In fact, by making their own teaching materials, it will have great benefits for the success of the teacher's own learning. The basis for making teaching materials, for example modules, is definitely in accordance with the needs of students who are taught by the teacher himself so that it will have an impact on the success of his learning (Zuriah et al., 2016). Teachers as professional jobs should also be able to produce works other than teaching. To enable teachers to produce works, especially teaching materials, it requires support from school leaders. The principal as the head of the school institution can encourage teachers to make works, one of which is teaching materials and those who produce are given rewards to encourage them. In addition to encouragement from school leaders, training and the process of preparing teaching materials can also be carried out in teacher working groups. Where in the organization can be scheduled programs for the preparation of teaching materials. The making of teaching materials does not have to be developed by one teacher, but can be done in groups because in the KKG there are groups of teachers in the same field. Products from teaching materials can be agreed to be used for learning at the KKG participating schools.

It was also based on the results of interviews with the principal of SDN Tanjungrejo 1 which showed that teachers had never made their own teaching materials, all teaching materials were obtained from the government in the form of teacher books and student books, LKS/LKPD from publishers which contained learning materials and activities some were not applicable if applied in schools, so there are parts of the book that are less useful when applied in learning. In addition, it is realized that the density of teacher activities and influenced by the willingness of teachers to make works can be said to be relatively low so that the spirit to compete is also lacking. Even though teachers are also aware of the need for modules that make it easier for them to teach because student books lack depth of learning material, especially if it is associated with learning evaluations during the Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS) it is felt that the material contained in the student books is very lacking.

After the implementation of the training on the preparation of this thematic module, it is hoped that it will have an effect on; (1) understanding that learning requires teaching materials such as modules that are applicative in nature and according to curriculum needs and student characteristics, (2) knowing the process of preparing good teaching materials, (3) knowing the systematics that should be in teaching materials in

the form of modules, (4) able to arrange teaching materials in the form of modules according to their respective fields. Based on the results, the module can be used alone in learning or distributed for the benefit of other teachers as a contribution to knowledge.

## 2. Methods

The implementation of the thematic module preparation training uses methods that are applied in several stages, including:

1. The lecture method is used to explain and provide an understanding of the theories, principles and methods of preparing thematic modules by providing examples and developing each element in the preparation of thematic modules. Lectures will be given once for 1 hour, which is attended by 20 teachers from SDN Tanjungrejo 01.
2. Questions and answers were conducted to give participants the opportunity to ask questions that they still did not understand about the module, including the benefits, steps of analysis, systematics, and the preparation process. In addition, based on the examples of the modules shown, various questions arise regarding the content of the material and student learning activities.
3. Demonstration method, in front of the teachers the method of developing each element of the thematic module preparation is demonstrated for 1 hour.
4. Assignment method, teachers are asked to write designs in the form of thematic module drafts which include needs analysis, module design preparation, module development process points, trial planning and evaluation of module products as well as writing a bibliography used to compile the module. The drafting of the thematic module takes about 1 hour. While the teacher is working on the writing assignment, monitoring is carried out. Furthermore, the participant's tasks are communicated to the training participants to be considered in further writing, for the improvement of the thematic module draft, one week is given to continue making the thematic module based on the revised draft.

## 3. Results and Discussion

Based on the results of the thematic module preparation training activities, the implementation process can be explained as follows:

Explanation of the material about the thematic learning modules and the preparation process. The training was attended by 20 teachers from various fields who were teachers at SDN Tanjungrejo 01. Among them were classroom teachers (thematics), religion, and sports. This is based on the need for teachers to continue to improve their ability to manage and develop learning by making teaching materials (Faisal et al., 2020). Although the material is about thematic modules, it is systematically the same for guidelines for compiling subject modules and fields other than thematic. The training was carried out at SDN Tanjungrejo 01 on Fridays and Saturdays after students returned home so as not to interfere with the learning process. In addition, the teacher is still fresh in his memory about various learning problems related to teaching materials. The material about the module, the importance of the module and the systematics of module preparation were delivered by Mrs. Prihatin. The explanation begins by conveying the

understanding of the module and its benefits in general and specifically for teachers and students to support learning. In addition, it is also explained about various learning resources and teaching materials, which have actually been seen and even used by teachers during learning such as in the form of media and learning teaching aids (Saleh et al., 2020), but teachers have not realized that as teaching materials. because what is better understood is teaching materials in the form of books, LKS/LKPD, and that's all (Madjid, 2012).

Modules that are shaped like books usually contain material accompanied by instructions with a variety of pictures that can attract the attention of children as student learners (Fadiana & Rosalina, 2020). Furthermore, it is presented about the parts contained in the module (module systematics) in general as an initial description of the module preparation process which must include an introduction as a guide for using the module, the content of the module learning, and an evaluation to measure the absorption of the material in the module by students (Depdiknas, 2008) . During this explanation, the presenters also showed several modules that the presenters had made themselves or which had been made together with students. This is to show teachers that making works in the form of teaching materials is actually not too difficult if there is a will:



Figure 1 Explanation of Thematic Modules

3. Practice drafting module based on the development model stage.

a) The presenters show that what must be analyzed include: (1) analysis of the curriculum used, namely K-13 so that it must identify Core Competencies (KI), Basic Competencies (KD) from several subjects which will later be developed into indicators that will be compiled in thematic modules. (2) analyze the characteristics of students who will use the module. For the characteristics of students, they can use the benchmark grade level of the module users based on their age, analysis based on the background of students' social conditions. (3) Other analyzes can be equipped with learning support facilities and infrastructure.





Figure 2 Explanation of Module Arrangement

b) Preparation of module design, the module to be developed is designed according to the characteristics of the module, for example contextual characteristics, inquiry, problem-based (Nawawi et al., 2017). In addition, the systematic design of the module starts from the title to the evaluation form in the module. The preparation of this design is to facilitate the development of the module content and minimize the shortage of components that should exist in the module. Based on the preparation of the design, it can be continued with the collection of material as development material. Then proceed with the process of testing the feasibility of the module and testing the module by being used in the learning process. The results of the feasibility test and trial become the basis for evaluating or improving the module so that the module becomes more perfect.



Figure 3 Module Design Practice

4. Assignment, training participants are given the task to continue or develop a draft module in groups. For the material to be developed in the module, freedom is given according to group agreement. This is intended to simplify and benefit the module for them. So this arrangement is not just composing. The results of the assignment will be reviewed again for the improvement process so that it can be the basis for developing module content.

#### 4. Conclusion

The results of the thematic module preparation training at SDN Tanjungrejo 01 can be concluded, namely:

1. The implementation of the thematic module preparation training activity is carried out in a three-step process including an explanation of the material on how to compile the module, providing practical examples to clarify the process, and continuing with the assignment to make a draft module design.
2. The implementation of training activities for the preparation of thematic modules is expected to increase knowledge, understanding, and writing skills for teachers, especially in the manufacture of teaching materials.

Suggestions that can be conveyed from the implementation of the thematic module preparation training can be carried out on an ongoing basis with other materials. In addition, a wider level of training can be developed. With the hope that teaching materials in the form of better modules and wider users will be realized.

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