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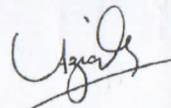
was a presenter at the

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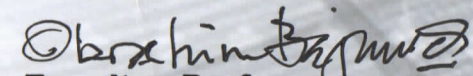
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COMPILATION OF PAPAERS

THEMES :

- A - Knowledge Base for Teacher Education
- B - Best Practices, Collaborations and Innovations in Teacher Education
- C - Mass Open Online Courses in Education (MOOC)
- D - Education and 21st Century Sustainability



**MODULE DEVELOPMENT OF INTEGRATED SOCIAL STUDIES COURSES IN
ACCORDANCE WITH THE 2013 CURRICULUM IN ECONOMIC EDUCATIONAL
PROGRAM IN THE FACULTY OF TEACHER TRAINING AND EDUCATION IN
JAMBI UNIVERSITY**

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Abstract

This study was motivated by the discrepancy between teaching materials and learning resources in Integrated Social Studies course in Economic Educational Program in Faculty of Teacher Training and Education in Jambi University to accommodate the curriculum changes currently applies at the primary and secondary educational level, named the 2013 curriculum. The aim of this development study were to analyze the development process and to analyze the validity of the module, the attractiveness, and practicality module of Integrated Social Studies course based the 2013 curriculum in Faculty of Teacher Training and Education in Jambi University. Research and development model used in study was the development model of Van den Akker. In detail the characteristics or traits of research development included; (1) introduction stage, (2) planning or designing of a product stage, (3) product validation or design stage, (4) improved design, and (5) trial product. Data collection instruments used were validation sheets, and the attractiveness and the practicality of the questionnaire. Meanwhile the subjects in research and development covered media experts, subject matter experts, linguists experts, lecturers and undergraduate students of Economic Educational program. The findings of the research and development showed that the test results validation by experts expressed very valid with the average percentage score of 83.58%. The attractiveness level of the product to the average percentage score of 89.76% qualified as very attractive. Products effectively used by the average percentage score of 79.66%. And integrated was as excellent product with a percentage of the average score of 87.52%.

Keywords: Module, Integrated Social Studies.

Introduction

In 2013, the curriculum SBC developed again and replaced with the 2013 curriculum. The implementation of the 2013 curriculum started with trials and training for teachers to be applied in 2014 simultaneously throughout the whole school in Indonesia. The curriculum changes from 2004 to 2006 (SBC) and being the 2013 curriculum is based on the importance of the educational quality improvement, human resources quality improvement and thoughts on the

severity of the challenges faced by Indonesian people in the era of globalization in the 21st century.

The changes of the 2013 curriculum has begun to be implemented in stages since 2014. Each institution shall apply the formal implementation of the 2013 curriculum at each educational level, Curriculum changes will greatly affect the learning process occurred in all fields of studies. There are a lot of very significant changes in the pattern application of learning occurred in school. The most obvious drawback of the implementation of the 2013 curriculum is still many teachers who have not been able to carry out the learning process and the lack of socialization by the government related to the implementation of this curriculum later.

The most obvious drawback is the lack of teachers ability to understand how to implement the 2013 curriculum as well as to integrate the 2013 curriculum on a variety of subjects in school. Research findings conducted by Maisyaroh, et al (2014) concerned on teachers issue while implementing the 2013 curriculum in terms of achieving the standard; content, process, competence of graduates, and assessments. Another problem presented by Zulatama (2014) focused on teachers who lack of preparation in the implementation of the 2013 curriculum.

The problem occurred is due to the lack of socialization conducted by the government (Rahmawati, 2014). It is very important for the government to provide socialization and learning process on the implementation of the 2013 curriculum to the principals, teachers and students, due to the teacher is the most important spearheading to the successful implementation of the 2013 curriculum.

One of the educational institutions producing prospective teachers is higher educational institution such as university. As the most up institution hierarchically, higher educational institution has a very large role to support the implementation of the 2013 curriculum ranging from students to lecturers or teaching staff.

One of the subjects must be taken by students and will be in direct contact with students starting from the basic educational level to secondary educational level is Integrated Social Studies existed in the Faculty of Teacher Training and Education in Jambi University, Economic educational program.

Integrated Social Studies is one of courses equipped students as prospective teachers in order to have competence and skills in the teaching of Integrated Social Studies at primary to secondary school level. Integrated Social Studies in the college presented theoretically, so that prospective teachers have the provision of basic teaching in terms of Integrated Social Studies to develop the students potential to be sensitive to the social problems occurred in society, have a positive mental to correct any inaccuracies and skillfully address the problems that occurred in the daily life both befall themselves and in the society (Maryani & Syamsudin, 2009).

This course covers a variety of materials mainly about understanding the learning approaches of integrated social studies, identify essential concepts of integrated social studies, analyze the meaning of integrated social studies in the junior or vocational level. Understanding the manufacturing planning of teaching social studies in junior high school or vocational high school as well as doing microteaching to present lesson plan creatively and independently for junior high school and vocational level. Essentially, social studies course in higher educational level (university) aims to deliver concepts for the students and understand models as well as to prepare the lesson plan to be applied when students run the learning process occurred either in secondary educational level such as junior high school or vocational high school.

In fact, syllabus and content attached to integrated social studies currently have not accommodated yet in the development of new curriculum, it will have an impact on the lack of students' understanding of this subject if it is linked to the 2013 curriculum.

Noting the various constraints existed as explained above, the researchers were working to develop module of integrated social studies course in order to be able to adopt and integrate with the implementation of the 2013 curriculum. It is useful for teachers college to pass on and create candidates and teachers who can integrate the learning knowledge of integrated social studies gained in lectures with the development process and the implementation of the curriculum, especially for the 2013 curriculum.

Noting the problems described above, researchers interested in conducting research and development, entitled "Module Development of Integrated Social Studies Course Based The 2013 Curriculum in Economic Educational Program in Faculty of Teaching Training and Education in Jambi University.

The module is learning materials designed systematically based on specific curriculum and packed in the smallest learning unit and enable to be studied independently in certain time (Purwanto, 2007). Through the module, students can perform self-learning activities without many difficulties. Module has a high level adaptive on the development of science and technology. It is called as adaptive because it can make adjustments quickly and flexibly to the development of science and technology. Learning modules also fit used as a learning tool and used in learning process (Irfan & Wanarti, 2014; son & Wanarti, 2014; Romadhoni & Rahmawati, 2014).

The purpose of this research and development were; (1) to analyze module development process of integrated social studies based the 2013 curriculum in Faculty of Teacher Training and Education in Jambi University; (2) to develop module of integrated social studies based the 2013 curriculum in Faculty of Teacher Training and Education in Jambi University to be an attractive and appropriate to the users' needs; and (3) to produce the product in the form of module of integrated social studies practically and interestingly based the 2013 curriculum in Faculty of Teacher Training and Education in Jambi University.

Literature review

The module is one of sources of the preparation of materials and material resources of evaluation. By using this module, students can learn on their own activities without the presence of a lecturer directly. According to Asyhar (2012, p. 155) "module is one form of print-based materials designed for independent learning because this module is equipped with a manual direction for self-study." Meanwhile, according to Nasution (2003, p. 205), he suggested module as "a complete unit that stands alone and consist of a series of learning activities designed to help students achieving a number of objectives that were defined specifically and clearly." From the foregoing, it can be concluded that module is print-based materials consists of several units of learning activities included instructions to enable students learning by themselves.

According Adnyana and Citrawathi (2008), well-designed of learning module can provide many advantages; a) can improve learning optimally, b) students are more active in their learning due to facing problems or having many tasks, c) can bring feedback immediately so that students can know the results of their study, d) direct students' activities, because the module contains clear learning objectives, and e) involve teachers very minimal learning.

Ministry of Education (2008), suggests the purposes of learning modules are follows; 1) clarify and simplify the presentation of the message as not too verbal, 2) overcome the limitations of

time, space, and senses, both students and lecturers / instructors, 3) used in right and varied, such as to increase students' motivation, 4) develop the ability to interact directly with the environment and other learning resources templates to enable students learning independently based on their interest and capability, 5) allow students measuring or evaluating their learning results.

Modules of integrated social studies based the 2013 curriculum in Faculty of Teacher Training and Education in Jambi University developed in this study has structures / frameworks. First, the title and introduction. Introduction covers module description, time allocation, prerequisites, and instructions for the use of modules. Second, learning activities. This section provides a brief description of the main points of the materials and activities that students can do to better understand the material being studied. Third, cover. At the end of the module, there is a summary, feedback and formative tests to test competence. Competency tests are intended to test students' abilities and to understand the material and to determine the success rate of students in mastering the material of the modules.

Social studies is a subject/ course that students- teachers begin in primary level aimed to enable them recognizing from the various phenomena of the natural environment to the phenomena of the world. In this case, the National Council for the Social Studies (NCSS, 1993, p. 3 in Monterella, 1994, p. 6) states that "Social studies are studies integrated study of the social sciences and humanities promote civic competence." In line with NCSS, Somantri (2001) has argued that the function and role of social studies as a strategic medium in forming a good citizen and reliable in accordance with the national development objectives. Both views emphasized that social studies is a field of study that learns social life and the interaction between human and environment, both social and physical.

The materials taught in this course are; (1) the nature of learning in Integrated Social Studies, (2) dimensions of learning social studies, (3) organization of integrated social studies materials, (4) curriculum study of Integrated Social Studies, (5) methods and learning approach Integrated Social Studies, (6) media and learning resources of Integrated Social Studies, (7) evaluation process and learning outcomes of Integrated Social Studies, and (8) learning software development of Integrated Social Studies. At the end of learning activities, it presented evaluation (summative evaluation) in the form of questions - multiple choice questions and problem descriptions. To the end of student learning outcomes, it was measured based on formative and summative evaluation and analyzed learning process of Integrated Social Studies. The 2013 Curriculum is a curriculum based competency designed to anticipate the competence needs of 21st century. The 2013 curriculum in 2013 aimed to encourage learners or students, better making observations, asking questions, reasoning, and communicating (presenting) what they earn or they know after receiving subject matter. The 2013 curriculum development focused on simplification, a thematic-integrative approach. The 2013 curriculum is a continuation and development of curriculum based competency (CBC) initiated in 2004 that had some coverage; attitudes competence, knowledge, and skills as an integrated manner.

Methods

Research and development model used in this research is the development model of Akker (1999). In detail the characteristics or traits of research development are (1) introduction stage, (2) planning or designing of a product stage, (3) product validation or design stage, (4) improved design, and (5) trial product. Once validated and tested on a limited group, the test

carried out to obtain information on whether the product of integrated social studies modules is valid, practical and attractive or not.

To obtain good data, it was obtained from the validation findings by material experts and design experts, and instruments used in data collection was by using a questionnaire. Analysis of data on research and development was conducted by using qualitative descriptive analysis. Analysis of this data to gauge the validity, the attractiveness and practicality of the products developed. The success of the products developed was obtained if there was a positive response from the subject matter experts, media specialists, linguists, lecturers and students through revisions.

Findings

a. Modul Development Process of Integrated Social Studies

The procedure of research and development pursued by the steps of Akker models are:

1) Needs Analysis Stage

In a needs analysis phase, there are five steps; (1) conducting interviews with colleagues; (2) analyzing of Integrated Social Studies syllabus; (3) analyzing the characteristics of the students; (4) analyzing the 2013 curriculum, included standard process, graduate competency standards and the basic framework of the curriculum; and (5) before designing the module, it was reviewed first teaching materials used previously.

2) Design Stage

The next stage in this research and development is the design phase. The results of the needs analysis was used to design module of integrated social studies based on the 2013 curriculum. This stage begins with the development of student competencies that must be mastered. The development process is conducted by focusing on the 2013 curriculum. The second stage is preparing module components of integrated social studies based on the 2013 curriculum. The third stage, the preparation module of product results of research and development in the form of curriculum-based competency. The last stage is the development of test instruments validation and product trials consisting of instrument validation of subject matter experts, media expert validation, and validation of linguists and users of validation instrument; lecturers and students..

3) Evaluation Stage

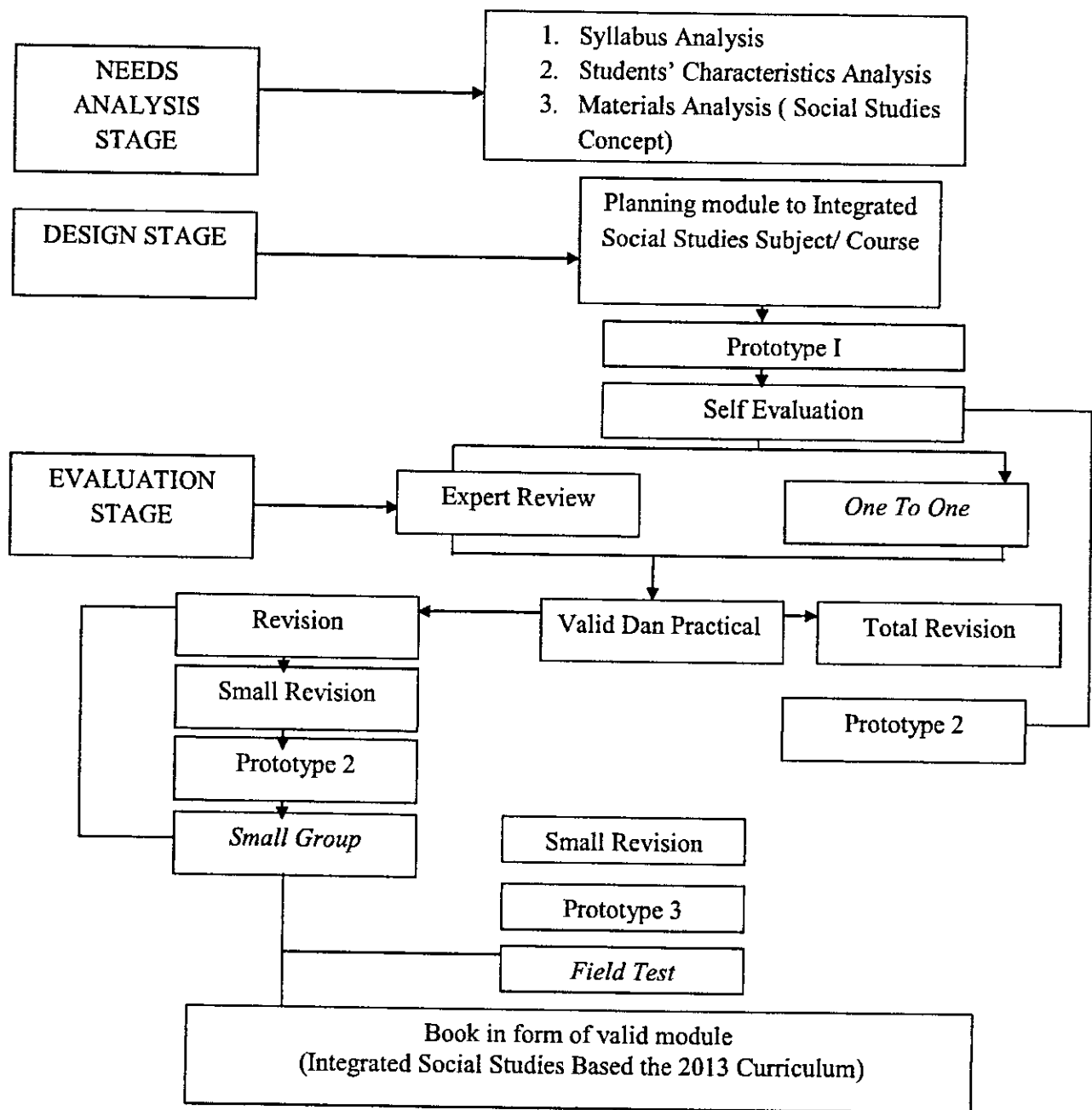
Evaluations made on research and development is carried out based on the results of validation test, the attractiveness and practicality test. It was used as a module revision. This evaluation included suggestions and comments on the validity of the test results by materials experts. Evaluation of these products were used to acquire integrated social studies based on the 2013 curriculum. Integrated social studies based on the 2013 curriculum that was created then tested through three stages:

a) Validity Test

Validity test of the study included the development of content validity, media validity and v language validity. Validity test involved three (3) experts who will assess the attractiveness of the modules based on the content and media, and language structures module of integrated social studies based on the 2013 curriculum. Validator applied was technology experts who will assess the construct and integrated social studies and materials experts who will assess the content of the module.

b) Practicality and attractiveness test

Practicality test of this research aimed to determine the level of practicality and attractiveness. This practical test involved lecturers as module user modules of integrated social studies. This practical test also involved students as module users in lectures. Students enrolled in this study are students taking course of integrated social studies. The procedure of research and development module integrated social studies based the 2013 by Akker (1999) model is described in the figure below.

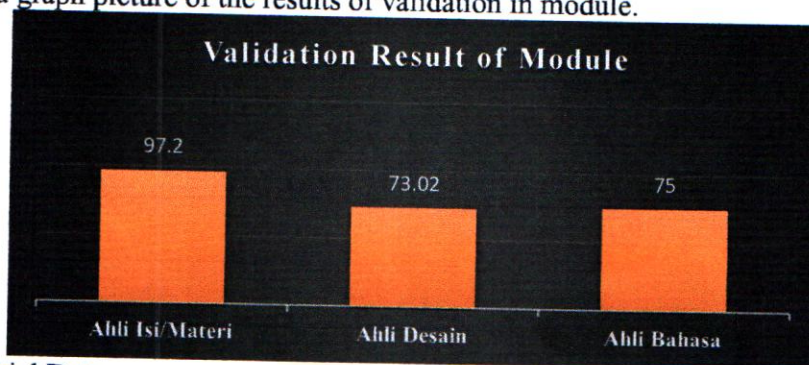


b. Data of Validation Test

Expert review aimed to explore the comments and suggestions, either in writing or orally, by conducting discussions and submitting a draft of Integrated Social Studies module for reviewing with reference to the content / material, design, and language. Content / material experts aimed to evaluate the content / material that is inside. Material expert becoming the validator has a sufficient criterion and are considered able to provide an assessment of the validity of the module, which has the scientific background of social studies, has experience in social science research, and has experience in teaching social sciences over than ten years. The result of the acquisition of Integrated Social Studies module based on validation test showed gains of 97.2% and the result gets very valid criteria.

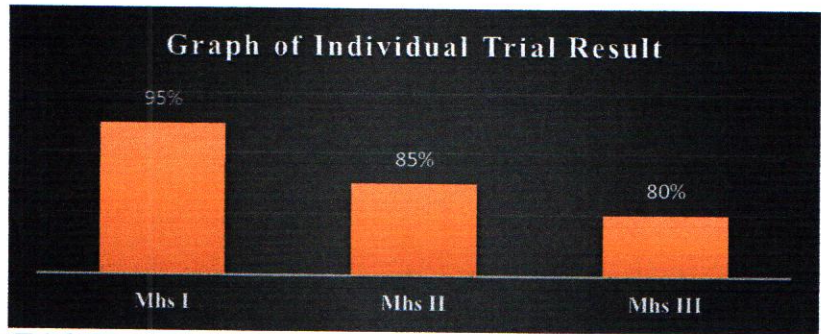
Design experts aimed to evaluate the physical quality of the product design and product modules of integrated social studies. The criteria for these media experts; have the scientific background of learning technology, has a scientific publication of research and development, as well as experienced in teaching of educational technology. The result of the acquisition of validation test student learning module showed of the acquisition of a percentage of 73.02%. Once converted at the feasibility level table, the products included in the category of enough valid.

Linguists experts aimed to evaluate the language used in writing used in writing module of integrated social studies. Validator who reviewed this module has criteria; has the educational background to language teaching in school, has research experience languages and has language teaching experience. The results of linguist expert validation in learning modules showed the percentage of 75.0%. The results of the validation linguists into the category quite valid. Here is a graph picture of the results of validation in module.



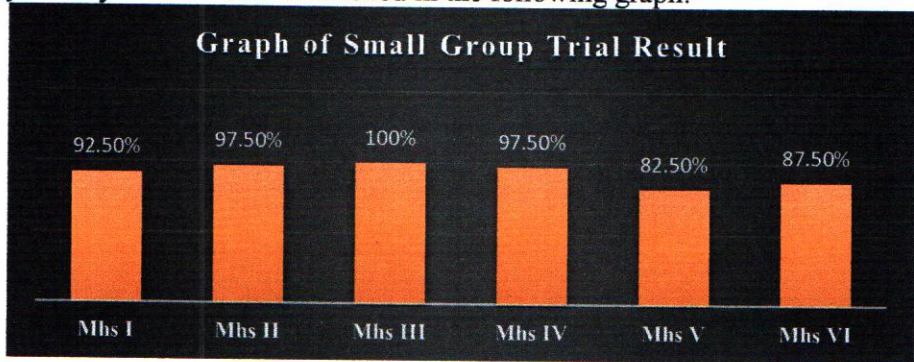
c. Individual Trial Data

There are three students of Economic Education in Faculty of Teacher Training and Education in Jambi University. Those students consisted of a student in good ability, a students in moderate ability, and a student in low ability. Individual testing process conducted with the students who will be the subject of a test, then the researchers gave a briefing on procedures for the assessment should be done by the students. The process of testing lasted for approximately 60 minutes. Researchers remained around in order to guide students in doing the assessment to obtain the expected results. Of the three students, the results of individual testing got the average score of 86.67% and got a very interested criteria as stated in the following picture graph.



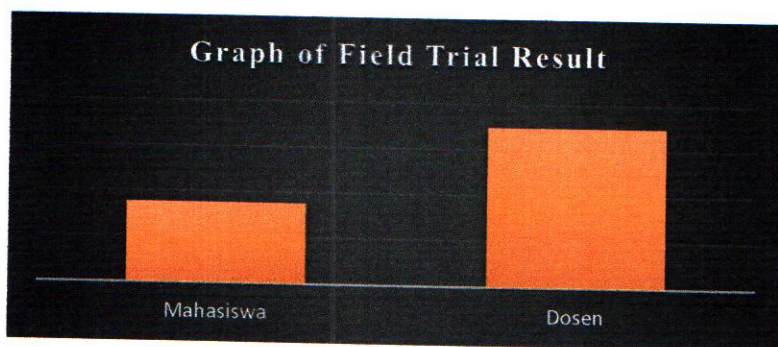
d. Small Group Trial Data

There are six students of Economic Educational Program contracted this course. These six students consisted of two students in good ability, two students in moderate ability and two students in low ability students. Similarly with the individual trial, the trial process lasted for approximately 90 minutes and researchers remained around the students in order to guide students in doing the assessment to obtain the expected results. Of six students, the results of small group testing got the average score of 92.92%. Once converted the percentage included in the category of very interested as mentioned in the following graph.



e. Field Trial Data

There are thirty eight students of Economic Educational Program contracted this course. Field trial data aimed to determine the practicality level in using modules. Feedback of this learning module practicality collected through questionnaires to students and lecturers of Integrated Social Studies course. Students' feedback of the questionnaire aimed to determine the response of students in using module in learning process. The result of collecting questionnaires obtained a final mean score of 83.79%. The results converted are in very good criteria. Practicality data of the use learning modules collected through questionnaires given to lecturers of Integrated Social Studies course. The results of the lecturers responses to the learning module showed the acquisition value with a percentage of 92.5%. Based on the data conversion table, product developed is in very good category as mentioned in the following graph.



Discussion

Integrated Social Studies module based the 2013 curriculum was developed based on the fact that the unavailability of self-learning resources for students who have the criteria as a learning resource on Integrated Social Studies course which is adequate, especially for those with a specification learning based the 2013 curriculum. Thus, the aim of materials development was to be able to meet the availability of self-learning which is valid and having high attractiveness and practicality in the lectures to achieve optimal learning outcomes.

From the results of experiments carried out, this module has been fit used based on the level of validity, attractiveness and practicality results of the validation test and trials carried out. Learning module that have been developed can be used by students without limited space and time. Additionally the modules developed can be used by students to measure their own abilities with the evaluation sheet and answer key provided. As Sungkono (2003) stated that learning modules can control their learning ability and intensity. Modules may also be studied in anywhere and anytime by students.

This module can help students to learn in college and will be used as a basis to teach courses in Junior High School and Vocational High School actively and independently due to writtana systematically and comes with instructions to guide students. At the end of each chapter written summary of the material that can be used by the student to check the accuracy of their understanding. Additionally, this module is equipped with a glossary contained difficult words written in the module and its meaning in simple language. If the student can learn independently, the students can learn according to their own capabilities, more active, and not rely on the lecturer.

In addition, by using this module, students can learn using the knowledge that they have in implementing Integrated Social Science learning in junior high school / vocational high school actively, innovative and fun due to adapted with the implementation of the 2013 curriculum or in accordance with the real context. Thus, the students learn from the experience that they have and apply the concepts that they earn in the real life occured in the classroom. This is in accordance with Suprijono (2009), he stated that contextual learning is a concept encouraged students to determine the relationship between knowledge possessed and its application in the real life. Students need to learn about the application of science that they learn to be useful and not just stored away.

Conclusions and Recommendations

Based on the results of research and development, it can be concluded that Integrated Social Studies module based the 2013 curriculum under criteria on aspects of content / material, design, and language enables to solve the problem of adequate learning resources used by

lecturers. The products developed have met the learning module component as well, so this learning module can fill the availability and increase the diversity of learning resources, especially in higher educational level (university) as pedagogic subject used in the learning process by lecturers and students.

Integrated Social Studies module developed has passed through due diligence as a source of good learning and specifically developed based the 2013 curriculum. The 2013 curriculum under criteria on aspects of content / material, design, and language has been tested by experts contents/ material experts, design experts, and linguists with "very valid" criteria. Based on student assessment, this module is very attractive used in social studies learning. Practicality, it is an excellent teaching materials based on lecturers and students' ratings after using this model in learning process.

Integrated Social Studies module based the 2013 curriculum, which has been developed can be used optimally if lecturers and students learn in advance in order to facilitate the learning process. This product can also be used for a wider audience with adjustments, primarily adjustments to the characteristics of students as users. Furthermore, this module can be developed based on the theory of other education and developed to be integrated with the use of information and communication technology (ICT). In addition, Integrated Social Studies course is also bound with other courses such as basic concepts and learning models of Integrated Social Studies Further this module needs to be adjusted in order to be used through a multi - disciplinary and inter - disciplinary.

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