

DESIGN OF TEACHING MATERIAL DEVELOPMENT FOR LEARNING METHODOLOGY IN DEPARTEMENT OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION OF UIN RADEN FATAH PALEMBANG

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Abstract

The aim of this research is designing learning methodology teaching materials and testing the feasibility of teaching materials of learning methodology based on validity, practicality, and effectiveness tests. The research methodology used was Research and Development (RnD). Research data collection included observation, questionnaires, and interviews. The model development instruments were expert review, one two one, and small group. The subjects of this research were students of the fifth semester of PGMI FITK UIN Raden Fatah Palembang Study Program. The results show that the findings with validity test is very valid, it is 86%, practicality test with the result is very practical 84%, and effectiveness test with the result is very effective with the result 85%.

Keyword: Methodology, RnD, Teaching Material.

Abstrak

Tujuan dalam penelitian ini adalah merancang bahan ajar metodologi pembelajaran dan menguji kelayakan bahan ajar metodologi pembelajaran berdasarkan uji validitas, kepraktisan, dan efektivitas. Dengan metodologi penelitian berupa Research and Development (RnD) model Tessmer, maka pengumpulan data penelitian meliputi observasi, angket, dan wawancara, dengan pola pengembangan melalui expert review, one two one, dan small grup. Subjek penelitian adalah mahasiswa Prodi PGMI FITK UIN Raden Fatah Palembang semester V. Hasil penelitian menunjukkan temuan dengan uji validitas sangat valid, yakni 86%, uji kepraktisan dengan hasil sangat praktis 84%, dan uji efektivitas dengan hasil sangat efektif berjumlah 85 %.

Kata kunci: Metodologi, RnD, Bahan Ajar.

INTRODUCTION

Learning cannot be separated from methodology. As a science that studies procedures for learning and teaching, methodology answers the questions about how, who, what, and when our students learn and the teachers teach. It can be understood that, learning methodology studying how process the KBM can run properly.

Education experts expressed several opinions regarding the learning methodology. According to J Drost (in Mulyasa, 2004), "Learning is an effort made to make other people learn the same thing is also conveyed in detail by Hasan Langgulung (2014) stated the methodology directs the learning process to run effectively.

Previous research conducted by researcher (Handayani, 2018) found a very important aspect in learning is classroom management. From the three campuses studied, it showed the important thing in the learning process is class management, especially from the educators. Meanwhile, in schools, especially MI, researcher found there was an influence of teacher competence and the role of parents on students' learning motivation, as the finding obtained by researcher in the further research at MIN in Palembang (Handayani, 2018).

In connection with the above, learning cannot be separated from the role of the teacher. From the aspect of the teacher's role, according to Mulyasa (2004), "The most important task of the teacher is how conditioning the environment to support changes in student behavior. However, learning methodology has been replaced by allowing students to be active in learning."

Meanwhile, another aspect of the learning process is teaching materials. Previous research (Sholikhah et al, 2018&2019, 2021) has shown the finding that learning design and teaching materials have a very important role in facilitating the learning process. This can be seen from the enthusiasm of students in the learning process, especially when they study the teaching materials prepared by the lecturer.

Considering the duties and roles of educators, a teacher should understand and know the methods and strategies in the learning process. Saiful Bahri (2012) said "Teachers should use methods that should be based on the following considerations: (1) always goal-oriented; (2) not related to one alternative only; (3) often used as a combination of various methods; (4) often used alternately from one method to another."

In connection with many duties and roles of teachers as mentioned above, prospective teachers really need provisions for this, by studying one of them in the subject Learning Methodology. This subject is a discipline what must be taken for students in the field of teacher training. No exception in the FITK PGMI Study Program, UIN Raden Fatah Palembang. Learning methodologies are included in this particular subject to help students prepare well to become teachers. But in reality, the learning methodology alone is not enough in its implementation. Based on initial observations, initial findings indicate that students have difficulty in learning, while from the practical aspect, for example during oral exams, students cannot understand well. Therefore, we need a learning method that can prepare students to understand the learning material in the subject Learning Methodology, be able to think logically, critically, creatively, and be able to argue correctly. From this, the researchers discussed the title "Design of Development of Teaching Materials for Learning Methodology in the PGMI FITK Study Program UIN Raden Fatah Palembang".

RESEARCH METHOD

The research was conducted with Research and Development (RnD) by modifying the theory of Tessmer (2005). Considering this is a follow-up study, the modification of the research is as in previous research, "The instrument of model development is *one two one* and a field test questionnaire. Tessmer development research is focused on 2 phases, namely the *preliminary* phase and the *Prototyping* phase using the *Formative evaluation* flow. The *preliminary* phase consists of the preparation (analysis) and design phase while the *formative evaluation* phases includes *self evaluation*, *prototyping (expert review. One-to-one, and small group)*, and field test. (Sholikhah and Handayani, 2020)". Meanwhile, the research subjects are fifth semester students who took Learning Methodology subject. In the end, product for teaching material is a learning methodology module.

RESULT AND DISCUSSION

Validity Test Result

The validity test in this study is through an *Expert review*. In this case, the teaching materials were evaluated by the researchers themselves after corrections were made from experts. Responses and suggestions from experts (*validators*) about the designs that have been written on the validation sheet as material for revising and stating whether this design has been very valid. The following are the results of the validity of the *Expert Review*.

Table 1. Recapitulation Results *Expert review*

No.	Expert	Value			Total	N.A
		A	K	P		
1.	Language Expert	95	96	97	288	100
2.	Material Expert	95	95	95	286	92
3	Design Expert	94	95	95	285	100
Amount		285	287	289	859	392
Average (%)		97,5%	92,5%	97,5%	95,5%	96%
Category		Very Valid				

The Result Based on *One to One*

The one-to-one procedure is carried out through a process of sharing and evaluation of the product drafts made. However, the number of respondents are 3 people or 10% of the total students in the class. The findings are very valid as shown in the following table.

Table 2. Evaluation Score Results

No.	Name	Value			Total	N.A
		A	K	P		
1.	Meissy Yolanda P	96	95	97	288	100
2.	Ratna Sari Juwita	95	95	95	286	92
3	Nabilla Muslima	95	94	95	285	100
Total		285	287	289	859	392
Average (%)		97,5%	92,5%	97,5%	95,5%	96%
Category		Very Valid				

Furthermore, the results of the trial are obtained by giving questionnaires to students as respondents. The practicality test component details 20 question items covering aspects of content, language, and material, as well as design. Based on practicality trials, it is found the teaching materials are very practical. As seen in the following table:

Table 3. Questionnaire Results of Students Responses

No.	Name	Total Score
1.	Ratna Sari Juwita	96
2.	Rani Setiawati	97
3.	Qurniati	95
Total		289
Average (%)		86%
Category		Very Practical

Findings Based on *Small Group*

The procedure for developing with the Small group is to try out teaching materials which consists of 6 (six) students who have different abilities. In the implementation of the initial stage of the small group, students were asked to pay attention to the material contained in the teaching materials.

Furthermore, students do the task given by the researchers, namely making a report. After that, students work on the evaluation questions what have been provided. From this assessment, the results of the trial are obtained, with an average value of 94 or very practical.

Table 4. Quantitative Data Results

No	Name	Value			Total	N.A
		A	K	P		
1.	Dewi Indriani	90	100	90	280	93,3
2.	Dewi Wulandari	80	95	100	275	92
3.	Diah Puspa Haini	90	100	100	290	97
4.	Eka Ramadhanti	80	95	90	265	88
5.	Evie Irawati	100	100	100	300	100
6.	Fazaria Eka Yulita	85	95	100	280	93
Total		525	585	580	1690	563,3
Average (%)		87,5%	97,5%	96,6%	93,8%	93,8%
Category		Very Effective				

The next procedure, the researchers gave a questionnaire to the six students above as respondents. It contains the questionnaire which is translated into 20 question items covering aspects of content, language, and material, as well as design. Based on practicality trials, it is found that the teaching materials are very practical.

Table 5. Questionnaire Result of Students Response Phase *Small Group*

No.	Name	Total Score
1.	Dewi Indriani	100
2.	Dewi Wulandari	100
3.	Diah Puspa Haini	100
4.	Eka Ramadhanti	100
5.	Evie Irawati	100
6.	Fazaria Eka Yulita	100
Total		3000
Average (%)		100%
Category		Very Practical

Based on the table of the results of the student response questionnaire at the small group phase above, an average of 100% is obtained. As a result, the learning methodology teaching materials at the FITK PGMI Study Program are very practical.

Test Results Based on *Field Test*

The *field test* phase on December 15, 2019, students attended as many as 30 students. This *Field Test* phase includes two things, namely a questionnaire and a test. This students

response questionnaire are used to see the overall practicality. The *descriptor* component, the choice of "yes" or "no" for student response questionnaires, choice of scores 1,2,3,4,5 as well as suggestions and comments. Next, is the final phase, at this phase students get grades in enough, good, and very good. In detail can be seen in the following table.

Table 6. Evaluation Assessment Recapitulation

NO.	Students' Name	Yield Value			Total	N.A
		A	K	P		
1.	Dewi Indriani	80	100	95	275	92
2.	Dewi Wulandari	85	95	100	280	93
3.	Diah Puspa Haini	73	70	67	210	70
4.	Eka Ramadhanti	90	100	90	280	93
5.	Evie Irawati	85	95	90	270	90
6.	Fazaria Eka Yulita	95	95	95	285	95
7.	Heni Widari	100	67	90	257	86
8.	Indah Pratiwi	90	100	80	270	90
9.	Indah Rizki Meiguanti	100	100	100	300	100
10.	Jamila Mandasari	90	100	90	280	93
11.	Jenny saskia Anjani	85	90	95	270	90
12.	Lira Sonya Jelira	100	95	100	295	98
13.	Masnila	90	100	85	275	92
14.	Mega Pratiwi	100	100	100	300	100
15.	Meina Wati Dewi	100	85	100	285	95
16.	Meissy Yolanda Putri	70	70	80	220	73
17.	Ratna Sari Juwita	100	100	100	300	100
18.	Nabilla Muslima	85	95	95	275	92
19.	Nindi Widi Astuti	100	100	100	300	100
20.	Novita Istiqomah	80	67	70	217	72
21.	Novita Utami	85	95	100	280	93
22.	Nur Izza Herrani	100	100	100	300	100
23.	Nurizah	80	95	100	275	92
24.	Oktariana Putri Rahmawati	80	100	98	278	93
25.	Pitriani	70	70	75	215	72
26.	Putri Ayu Ayesha	95	100	80	275	92
27.	Qurniaty	95	95	95	285	95
28.	R. A. Wasilla Titania Ranti	75	75	75	225	75
29.	Rahmi Retni Herlyanti	100	70	100	270	90
30.	Rani Setiya Wati	100	100	80	280	93
Total		3554	3624	3586	11069	3498
Average %		91 %	93%	92%	95%	95%
Category		Very Effective				

Based on the table above, it can be concluded that the average student is 95, or categorized as very effective. It means, the teaching materials tested are very effective. In addition, the results of the student questionnaires are very enthusiastic in applying the teaching materials.

CONCLUSION

Based on the results of research and discussion, the authors can conclude that specifically the teaching materials developed are feasible to apply. As the objectives of this research are (1) designing teaching materials for learning methodology; (2) testing the feasibility of learning methodology teaching materials based on validity, practicality, and effectiveness tests, then it is answered with findings in the form of research results which show the validity test is very valid, namely 86%, practicality test with very practical results 84%, and effectiveness test with very effective 85%. We can conclude qualitatively in terms of validity, practicality, and effectiveness, the findings in this study can be said to be successful.

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