

Development of 4C's Instruments on Aswaja Materials with National Value

Fitri Umardiyah^{1*}, Nur Sihabudin Achmad²

¹Mathematic Education, Universitas KH. A. Wahab Hasbullah

²Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: fitriumardiyah@unwaha.ac.id

ABSTRACT

This study aims to develop a valid and practical learning module. This research is a research and development using the ADDIE Method (Analysis, Design, Development, Implementation, and Evaluation). The analysis technique of this research uses quantitative data in the form of scores from the validator, the value of the teacher's response, the value of the student's response to the video learning media in the form of a questionnaire score. Qualitative data in the form of interviews with educational practices or private teachers and nationalities and criticism of suggestions from validators. The results of this study resulted in a product in the form of a 4C-based learning module, namely critical thinking skills, collaborative skills, communication skills and creative skills on personal and nationality material. The feasibility of the product is based on the results of the validation test and practicality test. Assessment by material experts got a score of 81% with a very valid or proper classification. The results of the teacher's response questionnaire scored 87% with a very valid classification or very feasible to use. The results of the student response questionnaire scored 81% with a very practical classification. Based on these results, it can be said that the 4C-based learning modules are critical thinking skills (Critical thinking skills), collaboration skills (Collaborative Skills), communication skills (Communicative Skills), and creative skills (Creative Skills) on personal and nationality materials that are suitable for use.

Keywords: 4C-Based Learning Module; Aswaja; Nationality.

INTRODUCTION

Seeing the current education in the assessment of the government on an international scale, it requires an improvement in the education sector which has caused the Indonesian government to start directing the education of students towards the 4C's. The Ministry of Education and Culture stated that future curriculum development is directed at improving life skills, especially in building creativity, the ability to think critically, collaborate, or work together and communication skills. Education plays an important role to prepare a generation that is able to compete in the era of globalization accompanied by the rapid progress of modern technology (Shobirin & Darmawan, 2019). At this time which we know as the 21st century, education must also be immediately changed or transformed from traditional learning to modern education to ensure that students have the knowledge, learning and innovation skills, the skills to use technology to find information, and survive by using the skills to life skills. Schools should be able to equip students with the various competencies above so that they can compete (Henriksen, D, Mishra. P, 2016).

Another problem at MA Darul Faizin Catak Gayam is that the learning activities that take place in the classroom still emphasize the role of the teacher as the main actor in the learning process (Satiti et al, 2021). Teachers also still prioritize the completeness of the material and do not optimize student learning mastery. Students only receive information provided by the teacher, so active participation in learning is less visible (Khotimah & Nasrulloh, 2018). This is what causes ASWAJA and nationality learning by students to only focus on memorizing theoretical equations, not to train critical thinking skills to analyze a problem and find creative solutions as a result of solving the problem. ASWAJA and nationality teachers

in schools only focus on the task of providing information in the form of learning materials rather than preparing lessons to improve students' critical thinking skills (Simbolon, D. H., 2015).

Implementation of 4C-based learning which includes critical thinking, collaboration, communication and creativity and innovation, on ASWAJA and nationality materials in the learning process, Each student has a different way of learning , so that teachers are challenged to create ways to help students learn effectively. In the implementation of learning, students must be able to hone skills and improve learning to be able to overcome global challenges, such as critical thinking, collaboration, communication and creative skills. However, from a pedagogical perspective, it has not been adapted to address these challenges. Although the implementation of the 2013 curriculum has been implemented in all schools, there are schools that still have obstacles and there are schools that have implemented them well.

METHOD

Based on the formulation of the problem that has been stated, the type of research used in this research is development research (R&D) which produces products in the form of learning modules. This study aims to develop learning packaged in the form of 4C-based learning modules which include critical thinking (critical thinking), collaboration (collaboration), communication (communication) and creativity and innovation (creativity and innovation), on ASWAJA and nationality material. This research procedure uses the ADDIE development model which consists of five stages which include analysis (analysis), design (design), development (development), implementation (implementation) and evaluation (evaluation) (Sugiyono, 2016). The steps taken when researchers apply the ADDIE method are, first, Analysis. At this stage, the main activity is to analyze the need for the development of 4C-based learning modules and analyze the feasibility and requirements of developing new learning modules. Second, Design, At this stage the design of the developed module is described in stages, namely Compiling the contents of written material that will be included in the learning module, The process of making learning modules, The next step is to implement learning according to the material in the module that has been designed. Third, Development, Product design that has been compiled, is developed based on the stages, namely Researchers create learning modules that have been designed using word and printed in book form, Validation of learning module media designs is carried out by media experts and material experts, After receiving input from experts and validated, the weaknesses are known. Fourth, Implementation. The implementation phase is carried out on students of class XI IPA at MA Darul Faizin Catak Gayam Mojowarno Jombang, after the researcher has validated the learning module, the learning time is given. Fifth, Evaluation, Evaluation is a process to analyze learning modules at the implementation stage, there are still shortcomings and weaknesses or not.

RESULT AND DISCUSSION

Result

One of the problems in the current learning process, especially learning in Aswaja and nationality lessons at Madrasah Aliyah Darul Faizin Catak Gayam is the lack of understanding of students in understanding the material and its implementation in life in society, according to most students it is very boring because students feel the learning method is passive. that is, the teacher only conveys the material. Therefore, a 4C-based learning method was developed on Aswaja and nationality materials in the form of learning modules so that learning does not seem boring but seems cool in carrying out learning. Because in the 4C-based learning method, the teacher acts as a companion and at the end of the lesson the educator concludes, because this 4C-based learning prioritizes students to play an active role in carrying out their learning.

With the development of the times, learning methods have developed, researchers want to make a 4C-based learning module on aswaja and nationality material which is presented in the form of a book model that has been equipped with notes for students in the learning module to make it more practical because students do not need to bring a notebook, just bring a module just learning. With the development of this learning module, it is expected to increase students' understanding of the material and its implementation in their environment. The advantage of this 4C-based learning module on self-study and nationality materials is that there are lots of pictures and questions that are designed to increase critical thinking, collaboration, communication and creative power. This learning module is also equipped with a blank sheet to provide answers to the questions listed and there are also notes for students. Thus, this

learning module will trigger the effectiveness of learning, because the method used by this module is collaborative nature of educators and students.

Discussion

In testing the feasibility of the learning module there are several ways, namely:

- Learning Module Validity Test Results

Valid data analysis was used to analyze the data collected from the questionnaire. The value obtained in each of these steps is obtained by using a data questionnaire of expert validity analysis (material experts and teachers) to test whether the learning module is suitable for use or not and assessing whether the learning module is based on critical 4C (critical thinking), collaboration (collaborative), communication (communication), and creative (creative) whether the material experts in this study are people who are experts in the field of material about Islamic religious education and have a minimum educational background of S2 and in this study the material expert is an FAI lecturer at KH University. A. Wahab Hasbullah then who became a practitioner here was an aswaja and nationality teacher at MA Darul Faizin Catak Gayam. Learning modules can be said to be valid when the percentage reaches 40% - 100% with the categories "fairly valid" and "very valid" as described in the table below:

Table 1. Assessment Interval For Learning Module

Score Interva	Category
0%-19,99%	Very Invalid
20%-39,99%	Invalid
40%-59,99%	Enough
60%-79,99%	Valid
80%-100%	Very Valid

- The Following Are The Results Of Expert Validation

Table 2. Validation Questionnaire Module

No	Testers	Score	Sm	Result
1.	Material Expert	57	70	81%
2.	Master Practitioner	61	70	87%

Table 2 above shows that the validation questionnaire from the validator for critical thinking, collaboration (collaborative), communication (communication), and creative (creative) learning modules on self-study and nationality materials is said to be very valid as specified in the table. 3.3 Assessment Interval Learning module. Criticisms and suggestions given by lecturers and expert practitioners will be used by researchers to improve existing deficiencies [there is a 4C-based learning module on student and nationality material so that it is even better and worthy of being used as teaching materials in learning.

- Practical Data Analysis

In this study, practical data analysis was carried out on the results of questionnaires or questionnaires. Data analysis was carried out by researchers by reading, understanding, and formulating the results obtained from data collection. The results of this data collection will determine the practicality of private and national learning modules based on critical thinking (critical thinking), collaboration (collaborative), communication (communication), and creative (creative) whether they are suitable for use or not. Learning modules can be said to be practical when the percentage reaches 40% -100% with the categories "quite practical" and "very practical" as described in the table below:

Table 3. Intervals for Assessment of Practicality of Learning Modules

Score Interval	Category
0%-19,99%	Very Impractical
20%-39,99%	Not Practical
40%-59,99%	Enough
60%-79,99%	Practical
80%-100%	Very Practical

- The Following Are The Results Of The Practical Test Of The Learning Module

Table 4. Intervals for Assessment of Practicality of Learning Modules

NO	Name	SCORE	SM	RESULT	CATEGORY
1	Fajar Shodiq	51	70	72%	Practical
2	Nur Khariroh	64	70	91%	Very Practical
3	M. Nanda Setiawan	55	70	78%	Practical
4	Nurul	57	70	81%	Very Practical
5	Taufiq Hidayat	57	70	81%	Very Practical
6	Alvian	57	70	81%	Very Practical
7	Aini	55	70	78%	Practical
8	Almirza	53	70	75%	Practical
9	Salma	67	70	95%	Very Practical
10	Meri	57	70	81%	Very Practical
11	Dzaiqotul	56	70	80%	Very Practical
12	Nasir	57	70	81%	Very Practical
13	Bagus	57	70	81%	Very Practical
14	Maunita	58	70	82%	Very Practical
15	Khoyatu	61	70	87%	Very Practical
16	Nurul Ismiatul	54	70	77%	Practical
17	Eka Putri	56	70	80%	Very Practical
18	Linda Zahra	46	70	65%	Practical
19	Miftahul Jannah	57	70	81%	Very Practical
20	Dewi Rahma	56	70	80%	Very Practical
21	Ending	52	70	74%	Practical
22	Khoirunnisa	64	70	91%	Very Practical
Total kepraktisan				81%	Very Practical

Seeing the results of the media practicality test using practical data analysis obtained from student response questionnaires to the aswaja and nationality learning modules based on critical 4C (critical thinking), collaboration (collaborative), communication (communication), and creative (creative) recapitulation of student response questionnaires reached the percentage of 81% with a very practical classification, as has been explained how the percentage assessment method is in table 3.4 Interval of Practicality Assessment of Learning modules.

The results of the display of the learning module in the form of a 4C-based ASWAJA material learning book (critical thinking skills, collaborative skills, communicative skills and creative skills) with national values that have been tested by the validator results and have been revised by the author. The display of the 4C-based ASWAJA learning module is as follows:

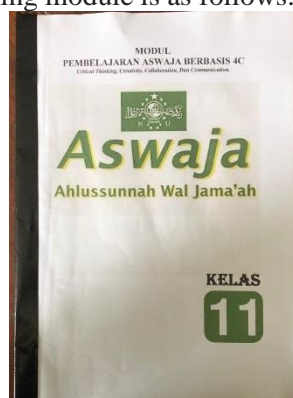


Figure 1. Learning Module

CONCLUSION

The existence of 4C learning instruments in the education sector is a means of developing an educational curriculum that will direct students to improve life skills, especially in building creativity, the ability to think critically, collaborate, or work together and communicate skills. students, as an effort to train the abilities and talents of students in facing the era of the industrial revolution 4.0. The development of ASWAJA material in the era of the industrial revolution 4.0 has a goal with 4C's characteristics,

namely Creative Skills, Communicative Skills, Collaborative Skills, and Critical Thinking Skills with national values. 4C-based learning really needs to be applied in order to train the level of critical and innovative thinking, collaboration (cooperation), communication and creativity. Which in this 4C learning for researchers is a package of abilities that must be possessed by each individual person which will later serve as provisions in life in the social world in the surrounding community. Based on this research and discussion, it can be concluded that the 4C learning instrument really needs to be applied, because in the This education will direct the ability of students both in the form of soft skills and hard skills.

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