

**Developing a Profil Pelajar Pancasila-Based Digital Reading Modules
for Collaborative Classes at SMA Negeri 2 Kuta Selatan**

Ni Made Widya Utami Dewi, I Nyoman Suparwa, Made Sri Satyawati

Linguistics Study Program, Udayana University, Indonesia

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Abstract

This study aims to create a digital teaching module with the topic of reading narrative text based on *Profil Pelajar Pancasila* at SMA Negeri 2 Kuta Selatan. This was done because the two-language collaborative class, Balinese and English, at the school did not yet have a teaching module for reading narrative texts. The narrative text was chosen considering that the text has a moral message in it. This certainly goes hand-in-hand with the hope that the Ministry of Education and Culture has in the independent curriculum to be able to realize students who practice the six aspects of PPP. This research is an ADDIE research and development model which has five stages in producing a module, namely analysis, design, development, and evaluation. The researcher conducted a Focus Group Discussion with 5 students and 2 collaborative class teachers to conduct a needs analysis. Furthermore, the researchers distributed questionnaires to students, teachers, and school principals to find out whether the resulting modules were feasible to use. The results of filling out the questionnaire showed that all collaboration class participants at level twelve science 7 stated that this module was very feasible to use. Not only that, the teachers and the school principal also responded positively to this module by providing excellent qualifications and very feasible to use.

Keywords: collaborative class, narrative text, ADDIE, *Profil Pelajar Pancasila*.

Introduction

SMA Negeri 2 Kuta Selatan is a senior high school located in South Kuta, Bali, Indonesia which has a school program called collaborative class. Collaborative class is a class with two subjects at one time face to face. One of them is the Balinese and English collaboration class which was done last two years. These two subjects are packaged in an online collaborative class using the zoom application. This collaborative class was born as a result of Circular Letter Number 4 of 2020 concerning Guidelines for Implementing Learning from Home in an Emergency Period of the Spread of Corona Virus Disease (COVID-19) which requires school staff to carry out learning activities that can save time, the very limited teachers at that time, as well as the students' internet data considering that not a few parents of students at SMAN 2 Kuta

Selatan were laid off at that time.

The language skill that was focused on at the meeting was reading narrative texts. Narrative text was chosen considering that this text has a purpose to entertain the reader. Moreover, narrative text is a type of a story which is delusional in nature and illustrates a series of events chronologically with an implied or explicit moral message conveyed by an anonymous author. So, during the Covid-19 pandemic, when students had to study from home, students still felt entertained and got moral messages to practice. This certainly supports the implementation of the six aspects of *Profil Pelajar Pancasila* program which is being intensively voiced by the Indonesian Ministry of Education and Culture along with the changes in the 2013 curriculum towards an independent curriculum. *Profil Pelajar Pancasila* is a guideline for educators in building the competence and character of the students being taught which consists of six aspects (Kemdikbudristek, 2021). However, these two language subjects with narrative text topics at that time did not yet have teaching modules. So, researcher tried to compile a digital teaching module based on the Google Sites website and test the feasibility of the teaching module. The website-based digital teaching module was chosen considering that currently students are very close to technology, especially the collaborative classes in SMA Negeri 2 Kuta Selatan was done online.

Research Method

This study uses the ADDIE model of research and development, considering that the output of this research will be in the form of teaching modules to optimize collaborative classes on intensive reading skills in Balinese and English in realizing PPP. ADDIE, according to Molenda (2015) is an acronym referring to the main process consisting of general Instructional System Development (ISD) processes, namely Analysis, Design, Development, Implementation, and Evaluation.

Meanwhile, there are two types of data contained in this study, namely qualitative and quantitative data. For qualitative data, the researcher collected data using the Focus Group Discussion (FGD) method and interviews which were used to analyze the needs of students in participating in collaboration classes and asked for further opinions regarding the questionnaire filled out by students and collaboration class teachers at the implementation stage. By conducting interviews, researchers can improve the module to meet the expectations of students and teachers. On the other hand, quantitative data is used to answer the second problem formulation regarding the feasibility of teaching modules that have been made by distributing questionnaires to students, collaborative class teachers, and school principals. At this stage, the researcher looks for the average score of each respondent first. Furthermore, researchers calculated the percentage of the average. Finally, the researcher made the conversion as follows.

- a. Conversion of Final Scores and Qualifications of Digital Teaching Modules for Reading Narrative Texts

Final score	Qualifications	Appropriateness
81-100%	Excellent	Very appropriate
61-80%	Good	Appropriate
41-60%	Satisfying	Somewhat appropriate
21-40%	Sufficient	Not very appropriate
0-20%	Insufficient	Not appropriate

Theoretical Framework

Narrative discourse is a form of discourse that is generally used to tell a story (Mulyana, 2005). Meanwhile, Keraf (2001) argues that narrative is a form of discourse that contains the story of an event which causes the reader to see or experience the event. Furthermore, Sunti (2016) explains that the characteristic of a narrative is that it contains paragraphs that prioritize time chronologically followed by the use of characterizations and narrative points. In other words, narrative is a discourse that explains an event that has occurred in which there are actors, events and times packaged in fresh language and in chronological order. Therefore, the components that make up narrative discourse are actions, settings, characterizations, points of view, and plot (Sunti, 2016). In this study, researchers used the components that form narrative discourse as a basis for selecting narrative stories to be used in digital teaching modules. At the senior high school level, both Balinese and English lessons have the topic of reading narrative texts. One type of narrative text in Balinese is Balinese *satua*. Meanwhile, one of the narrative texts in learning English is folklore. The existence of narrative texts that contain moral messages is certainly in line with the program to create students who practice the six aspects of PPP that are being echoed by the Indonesian government. PPP is a guideline for educators in building the competence and character of the students being taught which consists of six aspects (Kemdikbudristek, 2021). The six aspects are 1) faith, fear of God Almighty and have noble character, 2) global diversity, 3) independence, 4) work together, 5) creative, and 6) critical thinking.

Result and Discussion

The digital teaching modules produced in this study went through five stages, namely analysis, design, development, implementation, and evaluation. At the analysis stage, the researcher conducted a Focus Group Discussion with the teacher and five collaborative class students to conduct a needs analysis. Next, the researcher designed a module that began with setting learning objectives, preparing games related to bilingual narrative text material, preparing material cited in students' books regarding narrative texts in Balinese and English, searching for Balinese and narrative texts, and design exercises on this topic. The third stage is development. At this stage the researcher develops modules by varying module activities so that they are in line with the six aspects of PPP. At this stage the researcher also prepared illustrations supporting the module and prepared a Google account to create a Google Sites website. After that, by utilizing the features found on Google sites, researchers began to include games, images, materials, sample texts, practice questions, and PPP-based reflections. At this stage, the researcher publishes Google sites and obtains early-stage digital teaching modules which can be accessed via the link: <https://sites.google.com/guru.sma.belajar.id/widya-sastra-implementasi/home>. The link is then shared and used by teachers and students in collaborative classes at the implementation stage.

At the implementation stage, the researcher shares the digital teaching modules that have been created by sharing the links. Next, the researcher distributed questionnaires containing a number of statements regarding three aspects, namely aspects of media presentation and appearance, aspects of technology acceptance, as well as aspects of content and material in the module. The questionnaire was addressed to students and teachers to find out the responses of both parties regarding the teaching modules that were made. After getting the results of filling out the questionnaire, the next researcher interviewed a student and a collaborative class teaching

teacher to get further opinions. As a result, this module received a positive response considering that this module involves technology that can be accessed easily anytime and anywhere. Even so, there was improvement from the Balinese language teacher regarding spelling which was still not quite right. The input is used by researchers as evaluation material in the final stage of developing this module, namely the evaluation stage. After making improvements, at the evaluation stage, the researcher obtained a revised digital teaching module which can be accessed via the following link: <https://sites.google.com/guru.sma.belajar.id/widya-sastra-teksnaratif/home>.

After developing the digital teaching module, the researcher began to process the questionnaire answers filled in by students and collaboration class teachers who had filled in at the implementation stage. This aims to determine whether the resulting module is feasible to use. The questionnaire was filled in by 29 students of class XII MIPA 7 SMA Negeri 2 Kuta Selatan. The results of processing the answers to the student questionnaire can be seen in the following table

b. Recapitulation of Students' Answers

No	Respondent's name	Average score	Final score (%)	Qualifications	Appropriateness
1	Respondent 1	5,0	100	Very good	Very appropriate
2	Respondent 2	4,8	96	Very good	Very appropriate
3	Respondent 3	4,9	97	Very good	Very appropriate
4	Respondent 4	4,7	93	Very good	Very appropriate
5	Respondent 5	5,0	100	Very good	Very appropriate
6	Respondent 6	4,8	96	Very good	Very appropriate
7	Respondent 7	4,8	96	Very good	Very appropriate
8	Respondent 8	3,9	78	Very good	Very appropriate
9	Respondent 9	5,0	100	Very good	Very appropriate
10	Respondent 10	4,8	96	Very good	Very appropriate
11	Respondent 11	4,9	97	Very good	Very appropriate
12	Respondent 12	5,0	100	Very good	Very appropriate
13	Respondent 13	4,9	98	Very good	Very appropriate
14	Respondent 14	5,0	100	Very good	Very appropriate
15	Respondent 15	4,8	96	Very good	Very appropriate
16	Respondent 16	4,9	97	Very good	Very appropriate
17	Respondent 17	5,0	100	Very good	Very appropriate
18	Respondent 18	4,9	97	Very good	Very appropriate
19	Respondent 19	4,7	94	Very good	Very appropriate
20	Respondent 20	4,3	85	Very good	Very appropriate
21	Respondent 21	4,8	96	Very good	Very appropriate
22	Respondent 22	4,8	95	Very good	Very appropriate
23	Respondent 23	5,0	100	Very good	Very appropriate
24	Respondent 24	5,0	99	Very good	Very appropriate

25	Respondent 25	4,7	94	Very good	Very appropriate
26	Respondent 26	4,9	97	Very good	Very appropriate
27	Respondent 27	4,5	90	Very good	Very appropriate
28	Respondent 28	4,4	87	Very good	Very appropriate
29	Respondent 29	5,0	100	Very good	Very appropriate
Total		4.8	96	Very good	Very appropriate

Through the table above, it can be seen that students gave a positive response to this digital teaching module. This is evidenced by the final score given by students for this digital teaching module, which is 4.8 or 96% which shows that all students provide excellent qualifications with the title very worthy of use. In addition to students, teachers in collaborative classes also gave positive responses. This can be proven in the teacher's answer recapitulation table which is described as follows.

c. Recapitulation of Teachers' Answers

No.	Respondent's Name	Average Score	Final Score (%)	Qualifications	Appropriateness
1.	Balinese teacher	4.93	98.67%	Very good	Very appropriate
2.	English teacher	4.87	97.33%	Very good	Very appropriate
Total		4.90	98.00%	Very good	Very appropriate

Based on the table above, it can be seen that the final score given by the two collaboration class teachers was 98% which was classified as very good qualification and the module was declared very feasible to use.

To find out whether the teaching modules are in accordance with the school culture, the researchers distributed questionnaires to school principals. Of the 15 criteria, only 2 criteria received a score of 4, 13 other criteria received a score of 5. Thus, the average score given by the school principal was 4.80 with a percentage of 96.00% qualified very well with the teaching module predicate very feasible to use. That means, this digital teaching module was welcomed positively by the head of SMA Negeri 2 Kuta Selatan and is in line with the principles of collaborative classes at the school.

Conclusion

The modules produced in this study went through five stages which are in line with the research and development of the ADDIE model. The five stages are analysis, design, development, implementation and evaluation. After producing a module with these stages, the researcher conducted a feasibility test by distributing questionnaires to students and collaboration class teachers as well as the principal of SMA Negeri 2 Kuta Selatan. The results show that students, collaborative class teachers and school principals positively respond to this module. This is evidenced by the average student giving a score of 4.8 or the equivalent of 96% with excellent qualifications and is suitable for use. Moreover, the average score of collaboration class teachers is 4.90 or the equivalent of 98% with excellent qualifications and very feasible to use. Not only students and teachers, but the principal also stated that the module was very feasible to use by giving very good qualifications with an average of 4.80 or 98%.

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