



The Ability of Prospective Elementary School Teachers in Developing Civics Learning Modules in Elementary Schools

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ABSTRAK

Kurikulum berfungsi sebagai tujuan untuk memandu pendidikan. Modul pengajaran merupakan rancangan atau perangkat pembelajaran yang didasarkan pada kurikulum dan digunakan untuk memenuhi standar kompetensi yang telah ditetapkan. Hal ini menggarisbawahi pentingnya bagi pendidik untuk menggunakan modul pengajaran ketika mengembangkan pembelajaran. Penelitian ini bertujuan untuk menganalisis kemampuan siswa yang mengikuti program pendidikan guru sekolah dasar dalam mengembangkan modul pengajaran PKN untuk sekolah dasar. Penelitian ini merupakan penelitian deskriptif kualitatif, dengan metode pengumpulan data berupa observasi, angket, dan dokumentasi, yang digunakan dalam penelitian kualitatif ini. Subyek dalam penelitian ini adalah 47 siswa semester enam kelas 6E yang terdiri dari 7 siswa laki-laki dan 40 siswa perempuan dari 12 kelompok yang dipilih berdasarkan kemampuan mengembangkan modul ajar dengan kategori sangat baik, baik, cukup, dan kurang baik. Instrumen penelitian menggunakan angket skala interval dengan jenis skala likert. Hasil kemampuan mahasiswa PGSD dalam mengembangkan modul pengajaran berbasis kurikulum diperoleh setelah menghitung skor masing-masing kelompok berdasarkan rubrik penilaian setiap komponen. Hasil persentase keseluruhan sebesar 80,70% termasuk dalam kategori "Baik". Berdasarkan hasil penelitian dapat disimpulkan bahwa mayoritas siswa mempunyai kemampuan yang baik dalam mengembangkan modul pembelajaran PKN di sekolah dasar sesuai indikator modul pengajaran Kurikulum Merdeka.

ABSTRACT

The curriculum serves as the objective to guide education. Teaching modules are designs or instructional tools that are based on the curriculum and are used to meet established competency standards. It underscores the importance for educators to use teaching modules when developing lessons. The aims of this study is to analyze the ability of students enrolled in an elementary teacher education program to develop a Civics teaching module for elementary schools. This research is of a qualitative descriptive type, with data collection methods including observation, questionnaires, and documentation, employed in this qualitative study. The subjects in this study are 47 sixth-semester students from class 6E, comprising 7 male students and 40 female students from 12 groups selected based on their ability to develop teaching modules categorized as very good, good, fair, and less good. The research instrument uses an interval scale questionnaire of the Likert scale type. The results of PGSD students' ability in developing curriculum-based teaching modules were obtained after calculating each group's score based on the assessment rubric for each component. The overall percentage result is 80.70%, which falls into the "Good" category. Based on the research results, it can be concluded that the majority of students have good abilities in developing Civic Education teaching modules in elementary schools according to the indicators of the Free Curriculum teaching modules.

1. INTRODUCTION

In the world of education, the curriculum serves as a goal to direct education. Indonesia's curriculum was first created in 1947, and has been changed several times until 2022. Indonesia's Minister of Education, Culture, Research and Technology has the authority to change and set the curriculum. This is due to changes in science, politics, economics, social, culture and technology. The independent curriculum, proposed by Minister of Education, Culture, Research and Technology Nadiem Anwar Makarim, was recently established (Lindner & Schwab, 2020; Zidan, 2023). The curriculum, previously known as the Prototype Curriculum for Driving Schools, aims to enhance students' interests and talents in school by concentrating on essential materials, the formation of students' Pancasila profiles, and students' competencies. The current independent curriculum is implemented in stages and according to the readiness of each education unit. One of Mr. Nadiem Makarim's initiatives is Freedom of Learning, which aims to create a fun and enjoyable learning environment. The purpose of freedom of learning is to make

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parents, teachers and students happy (Faiz et al., 2022; Labaika & Purwanto, 2023). In the independent curriculum, teachers are responsible for preparing open modules, but many teachers fail to understand the learning process that does not plan open modules (Ariga, 2022; Hardiansyah, 2022). It can easily be ensured that when the content is given to students in the future, it will not be done systematically, causing unbalanced learning between teachers and students. In addition, it can be ensured that the learning carried out will have a less interesting impression because the teacher does not prepare the open module well. The Minister of Education and Culture's edition of free learning can be defined as a curriculum policy in learning, must be fun, coupled with the creative thinking of the teachers. It can foster students' positive attitude towards learning responses (Indarta et al., 2021; Mardiah, 2020).

The government is currently shifting the education paradigm from teachers to students through the Merdeka Curriculum. In this educational plan, students serve as the center or mainstay of training. The government is definitely planning this educational program to change the way of learning to suit the quality of students and their achievements. Learning must be tailored to student characteristics and achievements (Hartobi et al., 2023; Ibad, 2022). In other words, teachers should only make one module or lesson plan for learning activities with proper instructions. This means that teachers do not need to create many modules or lesson plans to meet different learning needs, which will certainly be more common as the implementation process progresses. Educators must act according to curriculum changes. Educational institutions must also be responsive to curriculum changes (Frydenberg & Andone, 2011; Gade, 2020).

Civics learning development is one of the subjects taken by PGSD students. Students take this course to learn how to make special learning tools for Civics. Teaching modules, Student Worksheets (LKPD), teaching materials, and assessments are learning tools that teachers must design and master, especially for Civics subjects. Civics learning tools are made with a focus on various aspects and based on the objectives to be achieved. This is because according to Baharuddin et al, Civics learning requires students to master not only aspects of knowledge but also ways of thinking, working, and solving problems. Students are anticipated to develop scientific attitudes, creativity, and critical thinking through Civics learning (Komalasari & Saripudin, 2018; Kurniawan, 2013; Narimo et al., 2019).

The Free Education Program with its modules is currently seen as a very urgent tool for the smooth implementation of learning with various models or worldviews, especially if it is related to the changes in today's computerized and modern times (Apriliansa, 2021; Maipita et al., 2021). The Free Education Plan consists of various media devices or offices, strategies, directions, and rules that have been methodically organized, outwardly attractive, and explicitly intended to address student problems. The actual presentation of the module can be described as the implementation of the Learning Objective Stream (ATP) resulting from the Learning Result (CP) and geared towards the Pancasila Learner Profile. Readiness to present the module depends on the stage or stages of student development. Module displaying considers what will be advanced separated from clear learning targets. Naturally, the long term is also the core of the foundation of development. To increase student interest and make learning more meaningful, teachers must also understand the concept of teaching modules (Laila Puspita, 2019; R Setiawan et al., 2022). Teaching modules are learning designs or devices that are guided by the curriculum and used to meet predetermined competency standards. how important it is for educators to use teaching modules when developing lessons. Teachers are important members in organizing meeting development arrangements; they help students improve their critical thinking skills through open modules. As a result, content pedagogical teacher education. Modules must be built so that their classroom learning methods are effective, efficient, and consistent with the expected discussion indicators (Maulinda, 2022; Salsabilla & Jannah, 2023).

This study discusses teaching modules designed by teachers who use the independent curriculum in schools using content analysis as a research technique. The examination of human behavior can be carried out in two correspondences and reference materials such as books, expositions, books, magazines, and articles through satisfactory examination procedures. One of the important sources of information contemplated is the components of the learning module. Before starting the analysis, teachers should finalize the categories of learning modules for various subjects and collect data on teaching modules included in the independent curriculum. In addition, there are other elements that contribute to the analysis, and these elements will be examined, it is important to distinguish these two components: vocational education and pancasila.

In order for learning objectives to be achieved effectively and efficiently, the classroom learning process must run as smoothly as possible. High-quality teaching modules are needed to make classroom learning easier. This is in line with the above-mentioned idea that teaching resources such as teaching modules can help keep learning going quickly (Jenkins, 2020; Winandari et al., 2022). In order for them to create effective open materials, teachers must consider the nature and environment of their students. In addition, prospective elementary school teachers must be able to adapt the learning module to the

characteristics of elementary school students. Therefore, this article aims to analyze the ability of classroom teacher education students to create an impressive module of civics for elementary school.

2. METHOD

This descriptive qualitative study examined the ability of students enrolled in an elementary teacher education program to develop a Civics teaching module for elementary schools. 47 undergraduate PGSD students of Yogyakarta State University class 6E, seven of whom were male and forty of whom were female, were used as subjects. In this study, 47 students were divided into 12 groups to work on module development. Interval [Table 1](#) as a reference for assessing the results of the development of teaching modules for elementary school teacher education students.

Table 1. Interval Rating Guidelines for Student Teaching Module Development Results

No.	Score Range	Value	Category
1	$85 \leq X \leq 100$	A	Very Good
2	$70 \leq X \leq 84$	B	Good
3	$55 \leq X \leq 69$	C	Good Enough
4	$X < 55$	D	Not Good

Assessment of the ability of elementary school teacher education study program students in developing teaching modules using a Likert scale with reference to indicators such as [Table 2](#).

Table 2. Independent Curriculum Teaching Module Development Grid

Variable	Indicators of Learning Device Development
Prospective Teacher Competences	Includes Identity
	Includes flow of learning objectives (ATP)
	Include Learning Materials
	Include Learning Model
	Includes Learning Activity Steps
	Include Learning Resources
	Assessment

Methods of data reduction and analysis, data presentation, and conclusion drawing and verification. There are 3 information operations in subjective exploration, which consist of three overflows of exercises that occur simultaneously, namely: data reduction, data presentation, and conclusion or verification. Information reduction is a type of inquiry that sharpens, orders, and eliminates waste ([Miles et al., 2014](#)). Teaching modules developed by students are observed and collected for the purpose of data reduction. presentation of data as a calculation based on the results of the ability to make teaching modules and documentation of teaching module images made by students. the final step of reducing and presenting data to draw conclusions about students' ability to make elementary Civics teaching modules based on research findings.

3. RESULT AND DISCUSSION

Result

Qualitative descriptive analysis data regarding the abilities of elementary school teacher education students in developing Civic Education teaching modules at Yogyakarta State University can be seen in [Table 3](#).

Table 3. Teaching Module Result

Group	Ind1	Ind2	Ind3	Ind4	Ind5	Ind6	Ind7	Overall Results (%)	Category
1a	16	7	9	11	9	13	10	81.52	Good
1b	17	7	10	9	12	12	9	82.60	Good
2a	18	7	9	10	10	10	8	78.26	Good
2b	16	6	10	11	12	12	9	82.60	Good
3b	14	6	9	9	10	12	8	73.91	Good
3b	17	7	10	10	12	12	11	85.86	Very Good
4a	19	8	11	10	12	16	11	94.56	Very Good

Group	Ind1	Ind2	Ind3	Ind4	Ind5	Ind6	Ind7	Overall Results (%)	Category
4b	17	5	9	10	9	12	9	77.17	Good
5a	15	7	9	10	12	11	9	79.34	Good
5b	15	7	8	9	12	12	10	79.34	Good
6a	15	6	9	9	12	11	8	76.08	Good
6b	15	8	7	9	12	11	9	77.17	Good

Based on the data in Table 3, the research data shows that out of 47 students consisting of 12 groups who became subjects in the research to develop Civics teaching modules. It was found that out of 47 students, 2 groups obtained the highest score which was in the percentage of 85.86%-94.56% which means it is in the "Very Good" category. Then 10 groups get a score between 73.91-82.60% which means they are in the "Good" category. After calculating based on the assessment rubric for each component, students' ability to develop Civics teaching modules in elementary schools is show in Figure 1.

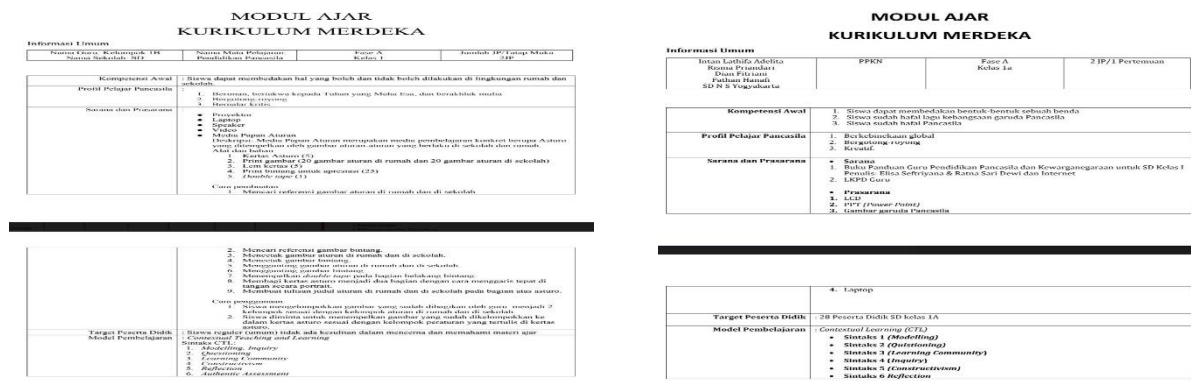


Figure 1. Teaching Module Development Results on the Aspect of Including Group Identity

Based on Figure 1, information can be obtained that groups 1a and 1b have made independent curriculum teaching modules in accordance with the provisions, namely by including an identity. The identity in the teaching module is one of the important parts, the inclusion of the identity in the teaching module means that the material presented can be recognized according to the procedures in the independent curriculum. Teaching module development results aspects of including learning objectives group is show in Figure 2.

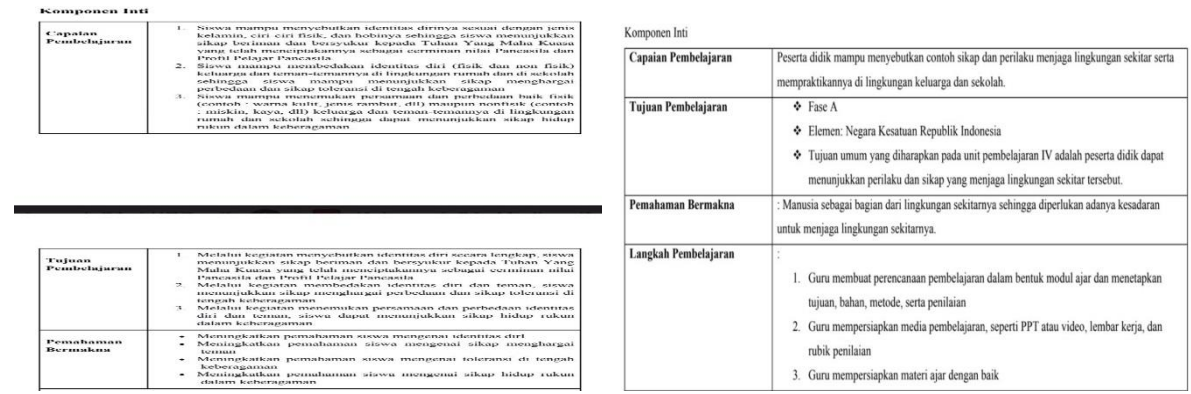


Figure 2. Teaching Module Development Results Aspects of Including Learning Objectives Group

Based on Figure 2, it can be explained that including learning objectives according to the indicators in the independent curriculum is a very good step. Including learning objectives in the teaching module will help students to clearly understand what they should achieve in learning. By including learning objectives in the independent curriculum, the group has shown that they understand the importance of setting learning objectives that are specific, measurable, and achievable by learners. This will help learners to be more focused and directed in learning so that they can achieve the desired results. Teaching module development results aspects of including learning materials group is show in Figure 3.

<p>Sarana dan Prasarana</p>	<ol style="list-style-type: none"> 1. Alat Pembelajaran: Kertas, LCD Proyektor, speaker 2. Bahan ajar 3. Lembar Kerja Peserta Didik (LKPD) 4. Buletin (cetak-bro) 5. Buletin (cetak-bro) 6. Buletin (cetak-bro) 7. Buletin (cetak-bro) 8. Buletin (cetak-bro) 9. Buletin (cetak-bro) 10. Buletin (cetak-bro) 11. Buletin (cetak-bro) 12. Buletin (cetak-bro) 13. Buletin (cetak-bro) 14. Buletin (cetak-bro) 15. Buletin (cetak-bro) 16. Buletin (cetak-bro) 17. Buletin (cetak-bro) 18. Buletin (cetak-bro) 19. Buletin (cetak-bro) 20. Buletin (cetak-bro) 21. Buletin (cetak-bro) 22. Buletin (cetak-bro) 23. Buletin (cetak-bro) 24. Buletin (cetak-bro) 25. Buletin (cetak-bro) 26. Buletin (cetak-bro) 27. Buletin (cetak-bro) 28. Buletin (cetak-bro) 29. Buletin (cetak-bro) 30. Buletin (cetak-bro) 31. Buletin (cetak-bro) 32. Buletin (cetak-bro) 33. Buletin (cetak-bro) 34. Buletin (cetak-bro) 35. Buletin (cetak-bro) 36. Buletin (cetak-bro) 37. Buletin (cetak-bro) 38. Buletin (cetak-bro) 39. Buletin (cetak-bro) 40. Buletin (cetak-bro) 41. Buletin (cetak-bro) 42. Buletin (cetak-bro) 43. Buletin (cetak-bro) 44. Buletin (cetak-bro) 45. Buletin (cetak-bro) 46. Buletin (cetak-bro) 47. Buletin (cetak-bro) 48. Buletin (cetak-bro) 49. Buletin (cetak-bro) 50. Buletin (cetak-bro) 51. Buletin (cetak-bro) 52. Buletin (cetak-bro) 53. Buletin (cetak-bro) 54. Buletin (cetak-bro) 55. Buletin (cetak-bro) 56. Buletin (cetak-bro) 57. Buletin (cetak-bro) 58. Buletin (cetak-bro) 59. Buletin (cetak-bro) 60. Buletin (cetak-bro) 61. Buletin (cetak-bro) 62. Buletin (cetak-bro) 63. Buletin (cetak-bro) 64. Buletin (cetak-bro) 65. Buletin (cetak-bro) 66. Buletin (cetak-bro) 67. Buletin (cetak-bro) 68. Buletin (cetak-bro) 69. Buletin (cetak-bro) 70. Buletin (cetak-bro) 71. Buletin (cetak-bro) 72. Buletin (cetak-bro) 73. Buletin (cetak-bro) 74. Buletin (cetak-bro) 75. Buletin (cetak-bro) 76. Buletin (cetak-bro) 77. Buletin (cetak-bro) 78. Buletin (cetak-bro) 79. Buletin (cetak-bro) 80. Buletin (cetak-bro) 81. Buletin (cetak-bro) 82. Buletin (cetak-bro) 83. Buletin (cetak-bro) 84. Buletin (cetak-bro) 85. Buletin (cetak-bro) 86. Buletin (cetak-bro) 87. Buletin (cetak-bro) 88. Buletin (cetak-bro) 89. Buletin (cetak-bro) 90. Buletin (cetak-bro) 91. Buletin (cetak-bro) 92. Buletin (cetak-bro) 93. Buletin (cetak-bro) 94. Buletin (cetak-bro) 95. Buletin (cetak-bro) 96. Buletin (cetak-bro) 97. Buletin (cetak-bro) 98. Buletin (cetak-bro) 99. Buletin (cetak-bro) 100. Buletin (cetak-bro) 	<p>Kompetensi Awal</p> <p>Peserta didik mengetahui berbagai kegiatan di keluarga, sekolah dan lingkungan sekitar tempat tinggal.</p>
<p>Alat dan Bahan</p>	<ol style="list-style-type: none"> a. Kertas karton b. Gunting c. Lembar kerja d. Lembar kerja e. Lembar kerja f. Lembar kerja g. Lembar kerja h. Lembar kerja i. Lembar kerja j. Lembar kerja k. Lembar kerja l. Lembar kerja m. Lembar kerja n. Lembar kerja o. Lembar kerja p. Lembar kerja q. Lembar kerja r. Lembar kerja s. Lembar kerja t. Lembar kerja u. Lembar kerja v. Lembar kerja w. Lembar kerja x. Lembar kerja y. Lembar kerja z. Lembar kerja 	<p>Profil Pelajar Pancasila</p> <ol style="list-style-type: none"> 1. Mandiri 2. Bergotong royong 3. Beriman kritis
<p>Sarana dan Prasarana (diambil sarana dan prasarana)</p>	<p>Sarana:</p> <ol style="list-style-type: none"> 1. LCD, laptop, speaker, papan tulis 2. Internet : link bro <p>Prasarana:</p> <ol style="list-style-type: none"> 1. Ruang kelas yang bersih dan nyaman 2. Modul Pembelajaran Siswa 3. Buku 4. LKPD 	<p>Target Peserta didik</p> <p>28 Siswa Reguler</p>
<p>Model Pembelajaran</p>	<p>Metode:</p> <ul style="list-style-type: none"> - Simulasi - Ceramah, diskusi, tanya jawab <p>Model Pembelajaran: Contextual Learning (CTL)</p> <p>Strategi:</p> <ol style="list-style-type: none"> 1. Modeling 2. Questioning 3. Learning Community 4. Inquiry 5. Constructivism 	<p>6. Reflection</p> <p>7. Authentic Assessment</p>
<p>Target Peserta Didik</p>	<ol style="list-style-type: none"> 1. Peserta didik reguler/umum, tidak ada kesulitan dalam menerima dan memahami materi ajar 2. Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin 	<p>Model Pembelajaran : Problem Based Learning (PBL)</p>

Figure 3. Teaching Module Development Results Aspects of Including Learning Materials Group 3a and 3b

Based on Figure 3, it can be explained that groups that include learning materials according to indicators in the independent curriculum teaching model are very important to create students who have broad knowledge and are able to think critically. Indicators emphasize students' ability to understand and analyze information critically. By including learning materials that are in accordance with these indicators, students will be trained to summarize, analyze, and evaluate information critically. Teaching module development results aspects including learning models group is show in Figure 4.



Informasi Umum

Target Peserta Didik :

1. Peserta didik reguler / tipikal : umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
2. Peserta didik dengan pencapaian tinggi : mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin.

Model Pembelajaran :
Tatap Muka (Project Based Learning)

<p>Target Peserta Didik</p>	<ol style="list-style-type: none"> 1. Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. 2. Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin
<p>Model Pembelajaran</p>	<p>: Problem Based Learning (PBL)</p>

Figure 4. Teaching Module Development Results Aspects Including Learning Models Group

Based on Figure 4, it can be explained that the learning strategy section of the Merdeka curriculum teaching module is very important to assist students in achieving predetermined learning objectives. Students can understand the material more effectively and efficiently with the help of appropriate learning strategies. In developing teaching modules for the Merdeka curriculum, it is important to incorporate appropriate learning strategies in accordance with learning objectives. Learning techniques can be dynamic learning strategies, such as gathering interesting conversations, question and answer, reproduction, or task-based learning. In addition, online chats, videos, and apps can all be incorporated into the learning strategy. By keeping in mind the appropriate learning system for the module, students will be more interested in learning and will gain a better understanding of the material being taught. Teaching module development results aspects including steps of learning activities group 5a and 5b is show in Figure 5.

<p>Keberhasilan Pembelajaran</p> <ol style="list-style-type: none"> 1. Peserta didik dapat memahami materi ajar dengan baik 2. Peserta didik dapat memahami materi ajar dengan baik 3. Peserta didik dapat memahami materi ajar dengan baik 4. Peserta didik dapat memahami materi ajar dengan baik 5. Peserta didik dapat memahami materi ajar dengan baik 6. Peserta didik dapat memahami materi ajar dengan baik 7. Peserta didik dapat memahami materi ajar dengan baik 8. Peserta didik dapat memahami materi ajar dengan baik 9. Peserta didik dapat memahami materi ajar dengan baik 10. Peserta didik dapat memahami materi ajar dengan baik 11. Peserta didik dapat memahami materi ajar dengan baik 12. Peserta didik dapat memahami materi ajar dengan baik 13. Peserta didik dapat memahami materi ajar dengan baik 14. Peserta didik dapat memahami materi ajar dengan baik 15. Peserta didik dapat memahami materi ajar dengan baik 16. Peserta didik dapat memahami materi ajar dengan baik 17. 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Figure 5. Teaching Module Development Results Aspects Including steps of learning activities Group 5a and 5b

Based on Figure 5, it can be explained that the group using the Merdeka Curriculum teaching module. The steps of learning activities must be in accordance with the content of the module being studied, and pay attention to important aspects in the learning process. Learning such as active learning, problem-based learning, collaborative learning, and so on. This will help students become more active, creative and innovative in gaining an understanding of the material being studied. The steps of learning activities must also be adjusted to the characteristics of students, so that they can create a conducive learning environment and help students achieve the desired learning objectives. In addition, the steps of learning activities must have clear, well-structured objectives. Results of teaching module development aspects including learning resources group 6a and 6b is show in Figure 6.

Figure 6. Results of Teaching Module Development Aspects Including Learning Resources Group 6a and 6b

Based on Figure 6, it can be explained that the group that includes learning resources in the independent curriculum teaching module is important and necessary because learning resources are sources of information and references needed by students to deepen and check understanding of the material being studied. If learning resources are not displayed on the teaching module, then students will have difficulty finding references and further information about the material they are learning. By including learning resources in the teaching module, students will be able to enrich their insights, develop research skills, and develop an independent attitude in learning. The results of teaching module development for assessment aspects of groups 3a and 7b is show in Figure 7.

Asesmen		
Jenis	Bentuk*	*)
Asesmen Diagnostik (sebelum pembelajaran)	Tanya jawab lisan	Sikap (profil pelajar Pancasila): Observasi,
Asesmen Formatif (selama pembelajaran)	Observasi, pencatatan sikap selama pembelajaran	penilaian diri, penilaian teman sebaya, dll Performa: observasi, jurnal
Asesmen Sumatif (akhir pembelajaran)	Tes tertulis berupa soal pilihan ganda	Tertulis: essay, pilihan ganda, jawab singkat, benar-salah

ASESMEN	
JENIS	BENTUK*)
1. Asesmen Diagnostik (sebelum pembelajaran)	Non tes (observasi profil pelajar Pancasila) Tes : pertanyaan pemantik, tanya jawab
2. Asesmen Formatif (selama pembelajaran)	Penilaian sikap, penilaian pengetahuan dan keterampilan, ketika diskusi dan tanya jawab
3. Asesmen Sumatif (akhir pembelajaran)	Tes (dalam bentuk pilihan ganda dan essay)

Figure 7. Results of Teaching Module Development for Assessment Aspects of groups 3a and 7b

Based on Figure 7. It can be explained that the assessment group in the Merdeka curriculum teaching module is very important because it will help teachers evaluate students' understanding of the material that has been learned and assess their success in achieving learning objectives. With the assessment, the teacher can identify in achieving learning goals. With assessment, teachers can identify students' weaknesses so that they can provide the necessary guidance and support, both individually and in groups. In addition, assessments can also help students to get feedback on their abilities, so that they can improve themselves and increase their learning achievements. The results of students' ability to develop teaching modules can also be seen from the accumulated results according to the indicators. The accumulated results based on indicators can be seen in Table 4.

Table 4. Indicator Accumulation Percentage Results

No.	Indicator	Percentage Result	Description
1	Include Identity	80.83%	Good
2	Include Learning Objectives	84.37%	Good
3	Include Learning Materials	76.38%	Good
4	Include Learning Model	81.25%	Good
5	Include Steps Learning Activities	93.05%	Very good
6	Include Learning Resources	75.00%	Good
7	Assessment	77.08%	Both

Based on the data obtained from the analysis results in [Table 4](#), it can be seen that the development of teaching modules on the indicator includes an identity with an average percentage of 80.83%, the indicator includes Learning Objectives with an overall total of 84.37%, the indicator includes Learning Materials with an average percentage of 76.38%, the indicator includes a Learning Model with an average percentage of 81.25%, the indicator includes Steps of Learning Activities with an average percentage of 93.05%, the indicator includes Learning Resources with an average percentage of 75.00%, and the Assessment indicator with an average percentage of 77.08%. Data on the ability of PGSD students at Yogyakarta State University to develop teaching modules based on an independent curriculum was obtained after calculating each group's gain based on the assessment rubric for each component. For the total percentage results as a whole, 80.70% was obtained, which means it is in the "Good" category. Based on the results of the overall percentage calculation, it can be concluded that the ability of Yogyakarta State University students in developing Civics teaching modules is in the good category.

Discussion

This study aims to analyze how students can analyze teaching modules. Questionnaires about teaching modules were collected and given to elementary school teacher education students in class 6E at Yogyakarta State University as respondents. Students used the Google Form application to fill out the questionnaire in groups. The results of this study show that the majority of students have good abilities in developing Civic Education teaching modules in elementary schools according to the indicators of the Free Curriculum teaching modules. Previous research may have had different results regarding student abilities. Previous research emphasizes the importance of teaching modules in the learning process for both teachers and students. Indeed, teachers may struggle to enhance the effectiveness of their teaching without the support of comprehensive teaching modules. This applies to students as well, as the material presented by teachers may not be systematic and may not align with the curriculum that should be implemented. Therefore, teaching modules play a crucial role in improving the quality of learning, benefiting teachers, students, and the overall learning process ([Fathurrahman et al., 2022](#); [Maulinda, 2022](#)). The advantage of teaching modules is that they provide valuable insights into students' abilities in developing teaching modules, which can be used to enhance the quality of education in elementary schools. This research indicates that students have the potential to develop teaching modules that align with the current curriculum needs. This means that your research makes a relevant contribution to educational curriculum updates. Recommendations for future research include exploring the use of technology in developing interactive teaching modules, e-modules, or software-based learning applications. Such research can investigate how technology can enhance the effectiveness of education ([Ismaya et al., 2021](#); [Rahmi et al., 2021](#)).

It shows that all educators agree that teaching modules are an important educational tool that can be used by Pancasila Learner Profile teachers. According to Ki Hajar Dewantara, education is where all seeds are sown. According to this philosophical thought, the purpose of the School is not a place of education; it is a place to help students achieve their best potential. a prison that controls, standardizes, and homogenizes varied talents. The Pancasila Learner Profile is an outline used by Indonesian educational institutions to build the character of the Indonesian generation through the application of the Pancasila ideology as the basis of the state ([Putri & Kalstum, 2022](#); [Rosmana et al., 2022](#)). 1) Faithful, 2) Independent, 3) *Bergotongroyong*, 4) *Berkebinekaan global*, 5) *Bernalar kritis*, and 6) Kreatifis the six formative dimensions. The six dimensions are an eternal unity. Faith is the belief in God Almighty. Belief in God and the Almighty will result in morality. *Mandiri* refers to strength and self-reliance, which is the basis for progress and self-improvement. *Bergotong-royong* is a term that refers to social life where people help each other, and this is a characteristic of the archipelago, differences make us united ([Hozaimi, 2022](#); [Syafi'i, 2021](#)).

Stating that the togetherness of the nation in welcoming global mobility is referred to as global diversity. Critical reasoning refers to the intelligence of the nation when facing crises and challenges. Creative means creating something new for the progress of the nation. Every learning process must work

together, because only morals will not bring the progress of the country, and intelligence will also not bring the progress of the country. For the future not only moral but also globally oriented (Mason, 2007; Suradarma, 2018). Pancasila is the absoluteness that must continue to be familiarized by students and students, starting from organizational schools from schools to universities (Istianah et al., 2021; Putri & Kalstum, 2022).

Indicates that teachers agree that the purpose of developing teaching modules is to create teaching tools that guide teachers in teaching. Modules are always relevant to learning devices. will inevitably result in the creation of learning devices. This creation is a consequence of the world of education and teaching, especially the Merdeka Curriculum requests adaptation to the preconditions of students who are diverse in terms of their interests and abilities (Gerhardt-Szép et al., 2017; R Setiawan et al., 2022). The preparation of self-learning curriculum teaching modules for junior high school teachers produces skills for teachers. Evaluation results showed a significant improvement in teachers' skills, and teachers' responses to socialization showed a very high interest in the implementation of this training activity (Salsabilla & Jannah, 2023). With certain characteristics and objectives, modules can improve student learning outcomes and achieve expected competencies according to their level of complexity (Amini & Oktarisma, 2021; Lestari, 2021; Salsabilla & Jannah, 2023).

The development of a Civics learning module that integrates the value of character tolerance is feasible to use in terms of language aspects. Students can learn on their own because the language is simple and easy to understand (Safitri et al., 2021; Sutrisno & Murdiono, 2017). One of the advantages of using learning tools in learning is to clarify the presentation of messages so that the learning process and learning outcomes run smoothly. improved modules require students to actively participate in learning materials, not just passively reading the material (Desira et al., 2020; Maghfiroh & Hardini, 2021). The results of the teachers agree that the criteria for teaching modules must be interesting, meaningful, and challenging, which is expected to foster interest in learning and actively involve students in the learning process (Hamzah & Mentari, 2017; Rahmat Setiawan et al., 2022). The Merdeka Curriculum encourages teachers to bridge the potential of students with their various freedoms. This means that teachers must provide a service that can bridge the potential and expertise that students are interested in for their future.

The students' ability to develop pkn teaching modules in elementary schools has significant potential for improving the quality of education at the elementary level. Teaching modules are essential tools in supporting the effectiveness of teaching and learning, both for teachers and students. However, despite the students' relatively good abilities, this research also suggests that they still require specific guidance and training to continuously enhance the quality of the teaching modules they develop. Therefore, the findings of this research can serve as a foundation for educational institutions and relevant parties to provide better support to students in developing better teaching modules that align with the current curriculum needs. Consequently, this research makes a relevant contribution to curriculum renewal and the development of more effective education at the elementary school level, particularly in the subject of civic education (PKN).

4. CONCLUSION

This study evaluates the ability of elementary school teacher education (PGSD) students in developing teaching modules for civic education (PKN) at the elementary school level. The research results indicate that the majority of students have good abilities in developing PKN teaching modules that align with the curriculum's module indicators for independent learning. This study also identifies factors that influence students' abilities in module development, including their understanding of PKN concepts and materials, module design skills, module evaluation abilities, as well as communication and collaboration skills with relevant stakeholders.

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