

ANALYSIS OF THE NEEDS FOR DIGITAL-BASED DIGITAL-BASED TEACHING MODULES INTEGRATED HIGH LEVEL THINKING SKILLS

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Abstract

This study aims to analyze the development needs of the development of digitally integrated KBAT-based thematic elementary school teaching modules. The research was conducted using a survey method at 9 (nine) elementary schools in Aceh Besar and Banda Aceh districts. The research subjects were 18 classroom teachers who taught thematic learning. The objects studied were the responses of school principals and teachers to the development of KBAT integrated digital-based elementary thematic teaching module development, the tendency of teachers to apply thematic models in school learning, student reasoning, and student character. Data were collected by interviews, questionnaires, observations, and tests. Data were analyzed descriptively. The results of the analysis show that (1) school principals have not provided guidance on developing thematic models, so they support development efforts.

Keywords: *Teaching Modules, HOTS, Thematic*

A. Introduction

Education is the development of students' abilities so that education occurs because of the learning process. Learning is a mental activity so that there is a change in behavior which is very dependent on the acquisition of one's experience. Learning is not only questioning what students know, but also what students can do (content and performance). (Sinaga, 2008).

The formation of a human being with character should start early, especially in Elementary Schools (SD) as the most basic institution which can become an initial milestone in the formation of students' character. Character building from an early age aims so that the character values to be built are well recorded in the minds of students (Ariyani and Wangit, 2016).

Much of the learning that takes place in Aceh Province is still traditional, especially in schools located in remote areas such as several elementary schools in Singkil, West Aceh, Seumelu and Nagan Raya districts. The facilities and infrastructure available are minimal. In addition, learning activities have not utilized the surrounding culture and environment as indicated in the 2013 Curriculum. Students who attend school on average come from lower middle class families, teachers are not proficient in implementing innovative learning, even though the thematic learning of the 2013 curriculum has long been implemented in elementary schools, and this is a problem that needs to be solved (Mardhatillah, 2019).

Based on the initial study conducted, several basic problems were found in elementary schools in Aceh province, including: learning in elementary schools in Aceh province still looks traditional, teachers still use ordinary textbooks as teaching materials, learning is more dominant

using the lecture method, so students are not motivated in learning (Mardhatillah, 2017a).

The various literatures that the researchers found show that: So far teachers use traditional learning more often than applying innovative learning models, the material being taught is textual so that students memorize more material (Saputro, 2015).

The role of culture is very large in building the civilization of a nation, if traced there are many factors that influence social issues, including: education, cultural shifts, shifts in national values, indifference of the younger generation to customs and so on, so far there has been no pattern learning that will equip students about the importance of self-control against sexual violence (Nurdyansyah, 2015).

The application of learning models adopted from outside and adapted in schools requires students and teachers to change their teaching and learning behavior. Constructive interactions between students and their friends, students and teachers, student-teacher problems are very difficult to condition.

This blended learning flipped classroom is intended so that students are more familiar with gender values, respect others and have boundaries in their interactions with each other. Blended learning flipped classroom so that students are able to recognize and appreciate differences with others and can anticipate the possibility of sex abuse among students.

This research is the first step in an effort to develop thematic integrated digital-based elementary school teaching modules KBAT, namely by conducting a needs analysis of the developed learning model, this aims to obtain accurate information in the field about the extent to which this learning model is needed.

B. Method

This study uses research methods research and development (R&D) according to Plomp adapted the Dick & Carrey development model as a grand design.

This research focuses more on needs analysis (need assessment) on the importance of developing digitally integrated KBAT thematic elementary teaching modules. Needs analysis is carried out through exploration of data on the existence of the development of digitally integrated KBAT-based elementary thematic teaching modules, Learning Implementation Plans (RPP), Student Worksheets (LKS), assessment of learning processes and products, perceptions and expectations of school principals and teachers regarding efforts to develop teaching module development integrated digital-based SD thematic KBAT.

The subjects of this study were elementary school students, elementary school teachers (the following are the lesson plans, worksheets, and assessment products used), and the principal of an elementary school in South Aceh district. The research sample was taken using a stratified random sampling technique. The sample of teachers was taken as many as 18 from 9 schools.

The object of this research is the learning model and its existing tools used by teachers in Aceh Province. The instruments used to collect data were interview guides for school principals, questionnaires for teachers, guidelines for observing learning models used so far, tests for student reasoning, and HOTS questionnaires. To analyze the research data, descriptive analysis techniques were used.

C. Finding and Discussion

Based on the results of interviews with school principals, it can be described that school principals tend to have never provided specific guidance in developing student-centered learning models. The lack of coaching carried out by the principal is due to the principal's understanding of the inadequate learning models.

Therefore, 100% of school principals stated that they really hoped that there would be research efforts to develop a digitally integrated thematic elementary teaching module model based on KBAT and 100% of school principals stated that they would provide opportunities and support for teachers to take part in a digital integrated digital based thematic elementary teaching module development training program. KBAT. The results of the analysis of teacher response data show that the learning models that teachers tend to apply in learning are less empowering students' self-potential. These learning models are (1) the assignment model, (2) the classical lecture model, (3) the question and answer discussion model, (4) the assignment model at home, (5) the demonstration model by the teacher, (6) the learning model. assignment of students to experiments based on the teacher's example,

In addition to cooperative learning, there are also a small number of teachers who have implemented traditional methods while the thematic learning models have not been implemented optimally. The reason teachers don't use thematic learning models in learning is because they don't understand much about these models. Therefore, teachers who state that they really need and expect efforts to develop KBAT integrated digital-based elementary thematic teaching modules, they consider it very necessary that this effort be carried out, they support

development efforts and they will prepare themselves to be involved in the product development and implementation process. learning model.

The introduction of sex to children from an early age has a dual role, (Isnanda 2018) explains, namely as an introduction to wisdom, and as a form of child character. From an early age it is natural for children to be introduced to the knowledge of sex so that children can appreciate and understand sexual behavior.

One's academic intelligence contributes to success by 20%, while the biggest determinant of success by 80% is from attitude. This shows how important character attitudes must be possessed by a person, and positive attitudes like this are contained in the nation's local culture that we can explore and implement in the learning process starting from basic education.

For this reason, it is hoped that stakeholders can make efforts to transform gender values for the millennial generation, through education, socialization and so on so that it is hoped that the millennial generation in Aceh Province.

ModelKBAT integrated digital-based elementary thematic teaching modules is expected to improve students' high-level thinking skills, and can make it easier for teachers to create effective and efficient learning.

D. Conclusion and Recommendations

Based on the results of the research and discussion described earlier, it can be concluded as follows. (1) School principals respond that it is very important to develop KBAT integrated digital-based elementary thematic teaching modules. (2) The school principal has never provided special guidance to teachers in the development of KBAT digital-based thematic SD thematic teaching modules. (3) the development of KBAT

integrated digital-based elementary thematic teaching modules has yet to be found in educational praxis. (4) Teachers do not yet have sufficient experience in implementing KBAT integrated digital-based elementary thematic teaching modules. Learning and learning assessment carried out so far is more product oriented than process.

This research has revealed that there have been no efforts by teachers, principals, and schools to develop digitally integrated KBAT thematic elementary school teaching modules. This model has never been used by teachers in learning. Therefore, the following suggestions are put forward in order to be able to use the KBAT integrated digital-based elementary thematic teaching modules and in accordance with the daily context of students, so that learning in class can be more effective and efficient.

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