THE DEVELOPMENT OF LEARNING MODULE IN SOCIAL KNOWLEDGE ON ECONOMIC ACTIVITY BASED ON LIVING VALUE EDUCATION OF RESPONSIBILITY VALUE

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Abstract. This research intends to develop a learning media in the form of modules based on living values education, a module that develops key personal and social values, especially the value of responsibility, aimed at teaching students about the principle of responsibility, bringing students to be able to take responsibility for their behaviour and life. The research steps for developing the social studies learning module based on the living values education use the steps of the development of Borg and Gall, and the design of the learning model using the design of the Dick and Carey learning model. The steps of research and development start from: (1) studying various research findings related to devices that will be developed products, (2) developing the initial form of the device based on the research findings of living values education, (3) expert validation, (4) revising based on expert comments, (5) conducting a series of field tests (three experiments) on the place where the living values education module is used, and (4) revising the module to correct various weaknesses or errors found from the results of each field test. carried out by observation, interviews, and questionnaires, using research instruments in the form of observation guides, interview guides, and questionnaires. Data analysis used qualitative and quantitative analysis. The results showed that the design of the development of economic activity modules based on living values education consisted of (1) the stages of curriculum analysis and learning resources, (2) Analysis of student characteristics, (3) Analysis of tasks, (4) Analysis of material and concepts, (5) Formulate learning objectives, and (6) Planning phase. The development phase of the economic activity module based on living values education consists of: (1) Writing and compiling economic activity modules, (2) Expert assessment, (3) Module revisions based on expert comments, (4) Empirical trials, and (5) Module revisions based on trial comments. The implementation of learning using economic activity modules based on living values education begins with preparation, introduction, core activities, evaluating student work results, evaluation and closing. Obtaining student learning outcomes after using the module shows an increase, both from (1) aspects of knowledge, (2) aspects of attitude, and. (3) skill aspects, this means that economic activity modules based on living values education have effectiveness on the learning outcomes of VII grade MTs students. Al-Jihad in Pontianak City.

Keywords**:** Development; Learning Module; Living Values Education

I. INTRODUCTION

In the learning guide for Integrated Social Sciences (IPS), which was issued by the Central Curriculum National Research and Development Agency explained that, at the IPS Junior High School/MTs level includes material for sociology, history, geography and economics, the study material became an IPS subject. The integrated approach is essentially a learning approach that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically and authentically. Through an integrated approach, students can gain hands-on experience so that they can increase the power to receive, store and reproduce the knowledge they learn.

Omar Hamalik formulated the objectives of social studies education oriented towards student behavior, namely (1) Knowledge and understanding; (2) Learning attitude and life; (3) Social values and attitudes; and (4) Skills (Gunawan, 2011: 18). Thus social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that occur and skilled in overcoming any problems that occur daily, both those that afflict themselves and those that affect people's lives.

In the social studies teacher's book for the revised class VII 2013 curriculum 2016 (2016: 8) explains that the scope of IPS material includes (1) substance/content material; (2) Process material and; (3) Attitude material. Substance material includes facts, concepts, generalizations, and theories. Process material, including: receiving, searching, collecting, formulating, and reporting information. This information includes humans and their environment. Organizing attitude or affection material, where there is systematization of materials, information, and or abilities that have been owned about humans and their environment, so that it becomes more meaningful.

According to Asrori (2013: 16) "meaningful levels (meaning levels) tend to be able to move information into long-term memory better and more memorable so that it greatly helps the process of recalling that information". This is so that students do not lose the important basis for mastering social studies material.

Thus the social studies learning process in SMP/MTs, not only emphasizes the theoretical aspects of science, but also emphasizes the formation of student character, so that students are able to compete, ethical, moral, responsible, polite in interacting with their own environment and society, students expected to be responsive and sensitive to the surrounding environment, and can play an active role in people's lives in their environment according to their age and skills.

According to Imam Al-Ghazali (in Sani, Ridwan, & Kadri, 2016: 44) said that characters are closer to morals, namely attitudes and actions that have been united in humans so that they appear spontaneously when interacting with the environment.

Character is inherent in each individual, which is reflected in behavior patterns in everyday life. A person's character is influenced by environmental factors (nurture) and innate factors (nature). Character education is a necessity in an effort to deal with various challenges of character shifts faced today, students grow to be increasingly individualistic, this is caused by the frequency of students interacting with the digital world such as computers and other electronic devices. In addition to having a negative impact, the digital world also has a positive impact on economic activities such as being able to fulfill human needs more quickly and easily, but making people consumptive.

It becomes a focus of attention to develop activities that make students interact with each other, both with peers and other community members, and provide learning to students not to be consumptive, this can be done by growing the value of responsibility in students so that students are responsible for their needs through social studies learning on material economic activities.

The economic activity class VII Integrated IPS material that is closely related to everyday life, namely explaining about an activity carried out by humans to fulfill their daily needs, which consists of production activities, distribution activities, and consumption activities, unwittingly these activities are carried out by students a day -day. To carry out these activities need to interact. In interacting, it is necessary to maintain attitudes, words and actions to others, for the purpose of designed learning that instills the values of student behavior that relate to God Almighty, self, fellow human beings, and the environment sourced from religion, Pancasila, culture, and national education goals.

For this reason, it is a module that is shape and character of students. First, modules are based on living values, meaning they are based on basic values of life, so they are easier to internalize and implement. Second, the module involves aspects of "knowing good, desiring the good and loving the good". Third, the module is contextual in nature, which links the material to the reality of student life (Komalasari & Didin, 2017: 186).

Based on this, the Integrated Social Sciences learning module is based on living values, education economic activity material as follows:

1. Develop life values, especially the value of responsibility.
2. Develop the principles of living values education (Tillman, 2004) which includes: a) Collecting points of reflection; b) Imagine widely; c) Train relaxation and focus; d) Expressing artistic creations; e) Develop social skills; f) Develop cognitive awareness about justice; g) Develop social harmony; and h) Collecting cultural values.
3. Applying the principle of learning in modules, which includes: a) Readiness; b) Motivation; c) Use of attention-centering tools (illustrations, colorful images, varied writings); d) Active student participation; e) Repetition; f) Feedback; g) Reflection; h) Observation, asking questions, gathering information, analyzing, and communicating; and i) Contextual learning models.
4. Developing core competencies and basic competencies in the 2013 curriculum, which include: a) Forming knowledge, namely material substance of economic activities that must be known and understood by students; b) Skills, namely practical abilities developed from knowledge, so that the knowledge acquired becomes something meaningful, because it can be used in dealing with problems in economic activities; and c) Attitudes, namely the character that every student must have to support the effectiveness of participation in life.
5. Paying attention to the principles of preparation of modules, namely: a) Accurate, material economic activities that should be material that is accurate and correct in terms of science; b) Relevant, material for economic activities should be material that has a connection or is it relevant to core competencies and

basic competencies to be achieved; c) Equivalent enough, the material of economic activities discussed are less and more in helping students achieve competence; d) Consistent, material indicators that are consistent and consistent with competencies to be achieved; e) Actual, economic activity material in accordance with the development of science and technology; and f) Scientific structure, sequence of presentation (sequence) of economic activity material in accordance with the scientific structure of social studies subjects.

6. Language and readability are compiled by fulfilling the criteria: a) Sentences used in accordance with the rules of Indonesian are good and right; b) The composition of the sentence should show a logical and systematic pattern of thinking; c) The structure of the sentence according to the level of mastery of the students' language; d) The sentence used is communicative.

7. Format is made in: a) Format (form of appearance, layout of material descriptions and images should be designed proportionally); and b) Illustration of images and concepts to be presented.

Integrated Social Sciences learning module, with the application of integration of living values of education in the material of economic activities, developing the value of student responsibility. It aims, teaches students about the principle of responsibility, takes students to take responsibility for their behavior and life.

Therefore, it is necessary to conduct research on the teaching materials in the form of the Integrated Social Sciences learning modules for economic activities based on living values education on the value of responsibility in class VII of the Pontianak Madrasah Al-Jihad.

Research Questions

1. How is the design of the development of IPS modules material for economic activities based on living values education on the value of responsibility?
2. What is the prototype of an IPS module, material for economic activities based on living values education on the value of responsibility?
3. What is the implementation of the IPS module, material for economic activities based on living values education on the value of responsibility?
4. What is the effectiveness of the IPS module, material for economic activities based on living values education on the value of responsibility?

II. METHODOLOGY

The type of research in this study is research and development. The use of this method is because researchers produce products in the form of economic activity modules based on living values education. According to Sugiyono (2016: 28) states that research and development is a study used to produce certain products and test the effectiveness of these products.

The steps for developing this module follow the steps of Borg and Gall. Borg and Gall (1983: 276) state that

development research is a process used to develop and validate educational products. From the 10 steps, researchers only applied nine stages, namely stages one through nine. This is because of limited time and costs.

This module development research is based on Dick and Carey's learning design. Consideration of choosing the design of the Dick and Carey model because the model in Dick & Carey is a systematic instructional development model, starting from the initial stages of development to the dissemination of products developed by making continuous improvement processes until the target (quality standard) of the products developed is achieved. Dick, Carey, and Carey (2001: 3) have 10 components in the design of learning systems, namely: (1) Assess Needs to Identify Goals (S), (2) Conduct Instructional Analysis, (3) Analysis Learners and Contexts, (4) Write Performance Objectives , (5) Develop Assessment Instruments, (6) Develop Instructional Strategy, (7) Develop and Select Instructional Materials, (8) Design and Conduct Formative Evaluation of Instruction, (9) Revise Instructional and (10) Design and Conduct Summative Evaluation.

From the 10 steps of instructional development design proposed by Dick and Carey, they have similarities in the frame of mind of Borg and Gall. Even Borg & Gall (1983), said that the steps of research and development in the real field of education are the steps contained in the Instructional Development Model developed by Dick & Carey.

III. RESULTS AND DISCUSSION

The following are the findings in the research activities on developing the social values based living values education module as follows:

Data Normality Test

The normality test of the data in this study was conducted using SPSS 20.0 the results of the data using Kolmogorov-Smirnov Z with a significance level of 5%. The criteria used in decision making is if $Sig > 0.05$ then the data is normally distributed, conversely if the Sig value is <0.05 then the data is not normally distributed. The results of the normality test data from student learning outcomes for the pretest and posttest results can be seen in Table I.

TABLE I
NORMALITY TEST FOR THE ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST
DATA

One-Sample Kolmogorov-Smirnov Test		Pretest	Posttest
N		27	27
Normal Parameters[a,b]	Mean	47.78	88.52
	Std. Deviation	18.467	11.670
Most Extreme Differences	Absolute	.140	.217
	Positive	.128	.163
	Negative	-.140	-.217
Kolmogorov-Smirnov Z		.730	1.128
Asymp. Sig. (2-tailed)		.661	.157

Based on Table I, it was found that the Kolmogorov-Smirnov Z value at the pretest results was 0.730 with sig of 0.661 and the Kolmogorov-Smirnov Z value in the posttest was 1,128 with sig 0.157 greater than 0.05. In the Kolmogorov-Smirnov test, the probability value or significance > 0.05 means that the two test results, namely the pretest and posttest.

Data Homogeneity Test

After the data normality test was carried out, the homogeneity test was then carried out to determine whether the sample data group came from populations that had the same variance. This Homogeneity test uses the Levene Test with the SPSS 20.0 program with a significance level of 5%. The decision-making criteria is if the value of sig <0.05 then the data comes from a population that has a non-homogeneous variance, conversely if the value of sig> 0.05 then the data comes from populations that have homogeneous variance. Data homogeneity test can be seen in Table II, normally distributed.

TABLE II
TEST OF HOMOGENEITY OF VARIANCES OF INTEGRATED SOCIAL SCIENCES (IPS)

Levene Statistic	df1	df2	Sig.
6.357	1	52	.015

Based on Table II, results can be obtained that the value of Levene Test in the pretest and posttest group is 6.357 with a significant value of 0.15. It can be concluded that data distribution comes from populations that have homogeneous variances.

T-Test (Paired Sample t-Test)

The t-test used in this study is the Paired Sample t-Test, the sample in question is the students' prestest and posttest results obtained by the researcher. Calculation of the t-test was carried out using the SPSS 20.0 program. Guidelines in decision making used in the Paired Sample t-Test are: (a) based on the significance value, namely: if the probability value or sig. (2-tailed) <0.05, then Ha is accepted or there is a significant difference between student learning outcomes at the pretest and posttest. Conversely, if the value is probability or sig. (2-tailed)> 0.05, then Ha is rejected or there is no significant difference between student learning outcomes at the pretest and posttest. (b) Based on the comparison between t count and t table namely: if t count> t table, then Ho is rejected and Ha is accepted or there is a difference between the learning outcomes at the pretest and posttest. Conversely, if t count <t table, then Ho is accepted and Ha is rejected or there is no difference between learning outcomes at the pretest and posttest. The results of Paired Sample Test calculations at the pretest and posttest can be seen in Table III.

TABLE III
PAIRED SAMPLES TEST

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	*Pre test – post test*	-40.741	13.280	2.556	-45.994	-35.487	-15.941	26	.000

Based on the results of the t-test in Table III, it is known that the value of sig. (2-tailed) of 0,000 <0,05, because of the sig value. (2-tailed) of 0,000 less than 0.05 or large t count = (15,941) and t table with df 26 at a significance level of 5% of 0.3297. The value of t count> t table (15,941)> (0.3297)), it can be concluded that there are differences in learning outcomes of material economic activities between before and after learning using a module of economic activities based on living vales education.

Effect Size Test

Effect Size test is conducted to determine the magnitude of the effectiveness of economic activity modules based on living values education on student learning outcomes. Based on Table III the acquisition of learning outcomes pretest and posttest. The effect size test results can be seen in Table IV.

TABLE IV
TEST OF EFFECT SIZE

Method	*Pretest*	*Posttest*
Average	47.78	88.78
Standard of Variance	13.280	
Effect Size (ES)	3.08	

Based on Table IV, it shows that the effectiveness of using economic activities modules based on living values education is 3.08, and if it is adjusted to the effect size category, it is included in the high category. So it can be concluded that the use of economic activity modules based on living values education has a high effectiveness on learning outcomes of class VII students in MTs. Al-Jihad City of Pontianak.

Attitude Assessment

Attitude assessment is carried out during the research process. The average of each aspect of attitude assessment in the first meeting to the fourth meeting can be seen in Fig. 1. From the assessment of student attitudes, each meeting obtained results that the attitude of students experienced a

good increase. The average of each aspect in the first meeting is 2.25, the second meeting is 2.61, the third meeting is 3.17, and the fourth meeting is 3.59.
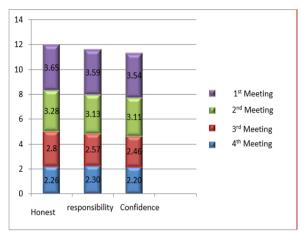

Fig. 1 Assessment of Student Attitudes

Skill Assessment

Assessment of student or psychomotor skills is done when students carry out learning activities. The average of each aspect of skills assessment in the first meeting to the fourth meeting can be seen in Fig. 2. The results of learning assessment show that students are skilled in learning with an average value of the first meeting of 2.64, the second meeting is 3.03, the third meeting is 3.42, and fourth meeting of 3.83.
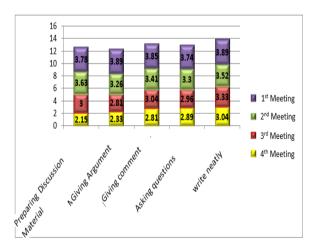

Fig. 2 Assessment of Student Skills

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research that has been done, it can be concluded several things as follows:

1. The design of the development of learning modules in this research is a series of activities that are intact and become a reference in the module development process.
2. Development of social studies learning modules based on living values education which are still in the form of

prototypes, then individual trials, small group trials and main field trials.

3. The stages of developing learning modules with the living values education method are carried out through eight principles in the living values education.
4. Student learning outcomes in this study by using learning modules for economic activities based on living values education are effective towards improving student learning outcomes. Learning outcomes in the realm of knowledge reach 72% completeness. It can be seen from paired t-test which shows that the value of t-count> table, meaning that there are differences in results between before and after learning using learning modules for economic activities based on living values education.

B. Suggestions

Development research is carried out to produce a new product or perfect an existing product, one of which is produced from this research is the development of a class VII IPS learning module. Based on the results of research and development, there are some suggestions that researchers can convey.

1. It is necessary to be careful in designing the development of this learning module, one of which is when doing analysis of student characteristics. this is done so that when preparing the module, the language and the level of difficulty produced are in accordance with the characteristics of the student.
2. For further research, more and more literature is needed to develop module teaching material media.
3. Color selection on the emphasis of the concept, the selection of letters in the writing in the module, should be adjusted to the characteristics of the material to be delivered, so that it can be easily understood by students as the module users.
4. This module can be further developed in the learning process involving teachers and students. Teachers are expected to be more creative in teaching, while students are more active in learning to obtain a more optimal learning experience.

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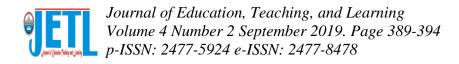
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