Effectiveness of Using Indonesian Language Modules Based on Minimum Competency Assessments and Strengthening Pancasila Student Profiles to Improve Reading Literacy for Elementary School Students

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Abstract

This article is a research to asssess the effectiveness of developing Indonesian modules as teaching materials. This Module based on minimum competency asssesment and strenghtening Pancasila student profiles which aims to improve reading literacy for elementari school student. The minimum competency assesment is a goverment program to measure literacy and numeracy skills by tests. Indonesia's ranking in the Programme for International Student Assessment 2022 is still very low, it indicates quality of students's reading literacy must be improved. Based on pre-research in Kutorejo III elementary school Tuban with the subject being students of class IV, it was found the students didn't understand the reading literacy test that was in accordance with the minimum competency assessment. After learning using this module and testing again, there was a significan increase in score. Validity of data for assessing effectiveness of these modules uses the triangulation technique, these are test, observation and questionnaire responses. The comparison of the results of the literacy ability test is that at the pre-test, 40% of students still needed special intervention, while at the post-test and having received learning treatment using the development module, there were 10% of students in that category. Meanwhile, in the basic category, which initially had 40% of students in the post-test, this decreased to 17% of students. In the proficient category, there was an increase from 13% to 43% of students. In the advanced criteria there was an increase of 30 percent of students. Based on all analysis of learning management observation data, an average rating of 4.7 was obtained in the "Good" category. So learning using this module is effective. The student response questionnaire to 30 research subjects showed that 91.66 percent gave positive responses to the use of the module.

Keywords: Reading Literacy; Module; Minimum Competency Assessment; Strengthening The Pancasila Student Profiles.

1. Introduction

Modules are a form of open material that is packaged completely and systematically. This module contains a collection of learning experiences that have been planned and designed to help students master specific learning objectives and are the smallest unit of a training course that stands alone in the learning process (LP3M, 2020). According to (Prastowo, 2011) as a teaching material used to support the learning process, the module has a function, namely as an independent teaching material, a substitute for the teacher's function, an evaluation tool and a reference material for students.

Modules that are used carefully and appropriately can support the effectiveness of learning activities, so there are module development principles that must be fulfilled, including modules must be prepared based on the results of analytical competencies that will be achieved by students, module characteristics must be met, modules must contain examples and relevant exercises, the module content is material that is up to date with the demands of developments in science and technology, the module must refer to the curriculum, and comply with language writing rules.

The use of modules in learning Indonesian is not something new, but there are not many modules that contain reading literacy learning based on a minimum competency assessment framework. The minimum competency assessment, according to (Pusmenjar, 2021), is an assessment of the fundamental competencies required by all students to be able to develop their own capacity and participate positively in society. Meanwhile, minimum competency assessment is an assessment of fundamental competencies, including assessment of reading literacy and numeracy literacy needed by students to be able to develop their capacities and participate positively in society (Setiawati, 2023).

We all know that Indonesia has a low ranking in the results of the PISA (Program for International Student Assessment) test, which is a three-year international assessment organized by the Organization for Economic Cooperation and Development (OECD) in measuring students' abilities in the field of literacy, mathematics, and science that Indonesian students took part in were in 74th position out of 79 participants in reading ability. Even Indonesia's PISA score has not reached the average score of OECD countries. This encourages the government, through the Ministry of Education and Culture's Center for Assessment and Learning, to carry out a national assessment to improve the quality of education by photographing the input, process, and output of learning in all educational units. The National Assessment consists of 3 instruments, Minimum Competency Assessment, the Character Survey, and the Learning Environment Survey.

Based on this background, the researcher developed a module for learning Indonesian that is adapted to the Minimum Competency Assessment framework and aims to help students improve their reading literacy skills, especially in preparing for the ANBK test. This research will also explain how effectively this module can improve reading test scores for students, its influence on learning, and the response of students after learning using this module.

There have been previous studies related to the use of modules in learning. (Andikayana, 2021) Describes the elements of each step in developing the level 2 reading literacy AKM instrument and tests the validity and reliability of developing the Minimum Competency Assessment instrument. (Nararyani, 2022) also conducted research on validity and effectiveness tests on the development of minimum competency assessment practice questions based on local wisdom to improve reading literacy for fifth-grade elementary school students. So, to find out the novelty of the development module, it will be described.

1.1 Indonesian Language Modules Based on Minimum Competency Assessments and Strengthening Pancasila Student Profiles to Improve Reading Literacy for Elementary School Students

The Indonesian Language Module is Based on Minimum Competency Assessment and Strengthening Pancasila Student Profile to improve the reading literacy skills of elementary school students, this module was developed by researchers. It is a minimum competency assessment module at level 2, specifically for fourth-grade elementary school students. This module contains 2 packages of reading literacy questions that have been adapted to the Minimum Competency Assessment framework. Each package contains this module:

- There are 30 questions consisting of 6 multiple-choice questions, 16 complex multiple-choice questions, 4 matching questions, 2 short answer questions, and 2 description questions.
- The content used in this question is level 2 and consists of 50 percent informational text and 50 percent literature. Meanwhile, the context used is 60 percent personal, 30 percent socio-cultural context, and 10 percent scientific.
- The cognitive level in this question is 50 percent finding information (accessing and searching for information in the text, searching for and selecting relevant information), 40 percent understanding (literally understanding the text, formulating inferences, making connections, and predictions in singular or plural texts). 10 percent evaluating and reflecting (assessing the quality and credibility of the content in single or plural information texts, assessing the presentation format in the text, reflecting on the content of the discourse for decision-making, making choices, and relating the content of the text to personal experiences).
- The values for strengthening the profile of Pancasila students raised in the questions in this module are faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

1.2 Implementation of the Strengthening Pancasila Student Profile project in the Merdeka curriculum

The vision of the Indonesian nation in 2045 aims to create a sovereign, advanced, just, and prosperous country. To achieve this vision, it is necessary to develop quality human resources, have mastery of science and technology, be independent, and be able to increase the honor and dignity of the nation (P. Kemdikbud, 2020)

The Pancasila Student Profile is the character and abilities that want to be built into habits and brought to life in each individual student through educational unit culture, intracurricular learning, projects, as well as extracurricular learning. The big goals is to build a generation of students with the profile (competency) that the education system in Indonesia wants to produce, namely to form lifelong Indonesian students who are competent, have character and behave in accordance with the values of Pancasila.

This is what encourages researchers to create novelty in minimum competency assessment-based learning modules by adding value content from strengthening the profile of Pancasila students. When compared with previous studies, there are similarities and differences with the module being developed. The similarity with existing modules is that they are prepared based on the minimum competency assessment framework published by the Ministry of Education and Culture's Center for Assessment and Learning (Wijaya & Dewayani, 2021). The aim of developing the module is also the same, namely to improve the literacy skills of elementary school students. What makes the module developed by researchers different is that apart from this module being based on the Minimum Competency Assessment it is also based on Strengthening the Pancasila Student Profile. It is hoped that by practicing using this module, students, especially those at grade IV elementary school level, can prepare themselves to take the ANBK test. It is also hoped that the cultivation of national character values can be reflected through the character survey contained in this module assessment (B. Kemdikbud, 2020; Pusmenjar, 2021).

2. Research Method

This research uses quantitative descriptive which aims to describe the effectiveness of using Indonesian Language Modules Based on Minimum Competency Assesments and Strengthening Pancasila Student Profiles to Improve Reading Literacy for Elementary School Student. Testing the effectiveness of the module developed by this researcher is a student reading literacy test, observing teacher and student activities in teaching and learning activities, observing learning management, and a questionnaire on student responses to the use of this module.

2.1 Reading literacy test

The design for testing the effectiveness of this product uses Pre-Experimental Design in the form of One Group Pretest-Posttest Design, starting with an initial test (pre-test) using reading literacy questions, then treated with reading literacy questions based on Assesment Competency Minimum and Strengthening the Pancasila Student Profile, and ends with a final test (post-test).

Table 1. Pre-Experimantal Design with One Group Pretest-Postest Design

Pre-test	Treatmen	Post-Test
O_1	X	O_2

This test uses 30 questions to assess minimum competency in reading literacy with cognitive levels:
- Finding information (accessing and searching for information in the text, searching for and selecting relevant information).
- Understanding (literally understanding the text, formulating inferences, making connections and prediction).
- Evaluating and reflecting (assessing the quality and credibility of the content in the information text, assessing the format of the discourse content for decision making, making choices and relating the text content to the person's experience).

2.2 Observation of teacher and student activities

Observations of teacher and student activities during the learning process were carried out by observers who were Class IV elementary school teachers. The observation was made to several student as a sample.

2.3 Learning management observations

Learning management observation involves the observer who is an iv teacher. the aspect of learning includes learning materials, learning organizations, learning interactions, verbal and non-verbal languages and the use of these modules as learning media

2.4 student questionnaire responses

After the expert conducted a test of the resultant product modules next developed assessment by the student to know the module's readability from the student's point of view after using it. The assessment instrument used is the angket of a student response.

3. Result and Discussion

3.1 Result

The results of research showing the effectiveness of Indonesian language modules based on minimum competency assessments and strengthening Pancasila student profiles are presented in the following chart:
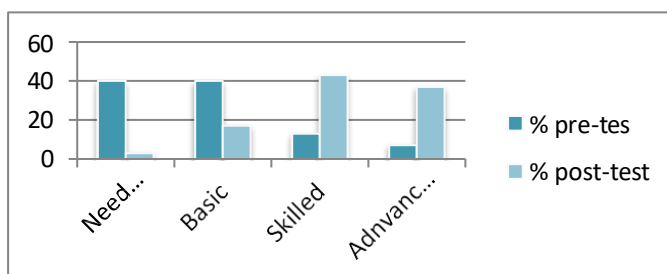

Fig. 1. Graphs from pre-test and post-test of student reading abilities

Based on Figure 1, you can see the comparison of scores between the pre-test and post-test. There are 40% of students' reading literacy skills at the pre-test still needed special intervention, while at the post-test, those who had received treatment or were treated with learning using development modules were 3 students in this category, namely 10% of the total students. Meanwhile, in the basic category, which initially had 40% of students in the post-test, this decreased to 17% of students. Meanwhile, the reading literacy ability of students in the proficient category has increased from 13% of students to 43% of students. Meanwhile, in the advanced criteria, there was an increase of 30% from 7% to 37%.

In Observing teacher activities, there are activities that have been achieved, including observing student activities, motivating students, and giving instructions or guiding activities. Meanwhile, the student activities that have been achieved are the activities of listening to or paying attention to teacher or friend explanations, reading modules, writing relevant to teaching and learning activities, and discussing or asking questions between students and teachers. Based on the analysis above, it can be said that teacher and student activities in learning using Indonesian Language Modules Based Assestmen Competency Minimum and Strengthening Pancasila Student Profiles are ideal.

Based on all analysis of learning management observation data, an average rating was obtained in the "Good" category so that teachers were considered capable of managing the learning process well using modules developed by researchers.
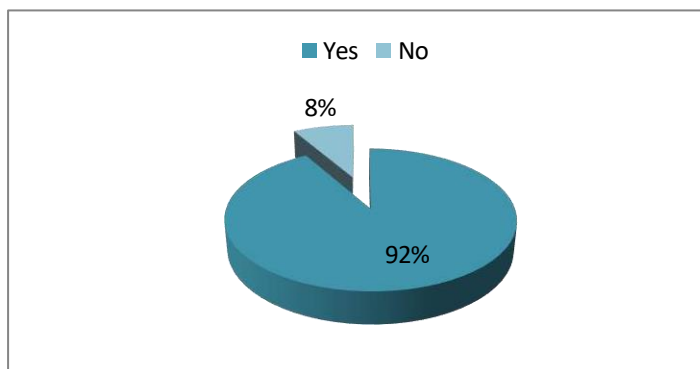
Fig. 2. Graphs of the result student response questionnaire

The final part that determines the effectiveness of developing the Indonesian Language Module Based on AKM and Strengthening the Pancasila Student Profile is the results of the student response questionnaire regarding the use of the module during the learning process. Data analysis related to the questionnaire is based on positive and negative responses. For each positive response, students provide support, feel happy, and are interested in the module components developed by researchers. While a negative response means the opposite. To determine the achievement of learning objectives using this module, it can be assessed by the number of positive responses greater than or equal to 80 percent of the number of subjects studied.

3.2 Discussion

Based on the result of a series of reading literacy test, it can be concluded that there has been an increase in reading literacy skill in class IV student at Kutorejo Elementary School, so that the use of Indonesian language module based on assesment competency minimum and strenghtening Pancasila student profile is to be effective in the learning process because it can improve the reading literacy skill student of Elementary School.

The next indicator for testing the effectiveness of this module is the achievement of the ideal percentage of student and teacher activity time. Based on the results of observing teacher activities, activities that have been achieved and meet the specified minimum percentage are explaining or providing information, observing student activities, motivating students, giving instructions, or guiding activities, and behavior that is not relevant to teaching and learning activities. 4 out of 5 teacher activities have been fulfilled. Meanwhile, the results of observations of student activities during the learning process using the development module have achieved minimum scores for activities such as listening or paying attention to teacher or friend explanations, reading, writing, discussing, and behavior that is not relevant to learning.

Based on the results of the analysis of student questionnaire responses filled in by 30 research subjects, namely class IV students at SDN Kutorejo III Tuban, 91.66 gave positive responses to the use of the module. This is in accordance with the development Numeracy module that has been carried out by (Yulaikah, 2022).

From the overall indicators of achieving the effectiveness of a module, the results show that students' reading literacy tests have increased, observations of teacher and student activities have reached the criteria, and observations of learning management show "Good" results, so it can be concluded that the Indonesian Language Module Based on Assessment Competency Minimum and Strengthening the Pancasila Student Profile is effective to be used in the learning process.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the Indonesian Language Module Based on AKM and Strengthening the Pancasila Student Profile is of good quality and suitable for use in Indonesian language learning to improve the reading literacy skills of elementary school students. This is proven by the results of effectiveness test research with the following results:

- The results of students' reading literacy tests have increased; the percentage of students who get a minimum score of 60 has reached 80 percent, and the results of statistical tests show a significant increase.
- The achievement of teacher and student activities has reached the ideal criteria with an achievement value for teacher activities of 80 percent and an activity achievement value of 83 percent.
- The average value of learning management observations shows "Good".
- The student response questionnaire to 30 research subjects showed that 91.66 percent gave positive responses to the use of the development module.

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