

Strengthening Students' Independent Character in Online Learning Through ASSA C-13-Based M-Modules

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Abstract. This study aims to determine the impact of using a mobile module based on ASSA C-13 on strengthening students' independent character in online learning. The stages of the activities are socialization, independent working, collaboration, and exhibition. Data were collected true observations and questionnaires and then are analyzed by descriptive qualitative. The research findings indicate that the learning activities and the level of student independence are in the very good category. Students work on assignments independently and collect them according to the schedule as much as 98%. The independent character of students can still be strengthened even though they study online. This ASSA C-13-based m-module can be recommended in distance learning with online mode.

Keywords: M-module; ASSA C-13; independency.

1. Introduction

The implementation of the distance learning policy set by the Government in May 2020, caused the teaching and learning process in schools to be impossible. Therefore, teachers cannot do face-to-face learning but through online methods or utilizing communication media such as radio and television.

The change in the learning system, inevitably also changes the behavior and habits of teachers and students in the learning process[1], [2]. The absence of face-to-face in the learning process, in fact, conditions students to study more on their own at home. This requires discipline, independence, and sincerity from them in order to follow the lesson well. Similarly, what happens to teachers [3], [4]. If in the past some teachers felt safe teaching without mastering qualified Information and Communication Technology (ICT), now it is no longer the time. The use of ICT-based media and teaching materials is very necessary for the smooth running of distance learning.

Distance learning activities, especially online, are undeniably constrained and cause various new problems faced by teachers and students[4], [5]. The short duration of learning, makes students have a lot of free time. If they are not good at making good use of it, they will spend a lot of their time on less useful things such as playing gadgets or other activities that do not support learning. The limited direct communication between teachers and students, this also has an impact on the character and behavior of students. Not a few teachers encounter students who are absent during learning, undisciplined, and lack of independence in doing assignments or tests.

One of the causes of this problem is that teachers do not manage online learning optimally, especially those related to the provision of media and teaching materials that are in accordance with student needs.[6]. Therefore, teachers should facilitate how they can optimize learning independently at home by providing media and teaching materials that are practical and flexible but also fun. This is expected to have a positive impact on strengthening student character. This means that even though learning is carried out online, teachers can still instill and grow character values in students.

Paying attention to the existing problems, the author assumes that Mobile-learning (M-Learning) based learning using smartphones can be an alternative solution for teachers. Mobile Learning is a learning model that is carried out between places or environments using technology that is easy to carry when the learner is in a mobile / mobile condition. The benefits of using mobile learning in learning include (1) facilitating the teaching and learning process carried out in the classroom or outside the classroom,

(2) being able to attract students' attention and fostering enthusiasm and motivation for learning so that it is easy to understand the subject matter, and (3) can support students to lead to independent learning [7], [8]

One form of mobile learning-based teaching materials that can be used by teachers is a mobile module (m-module). Modul as a subject matter that is compiled and presented in writing in such a way that learners are expected to be able to learn it independently without or with the guidance of the teacher. Directorate of Vocational Secondary Education [9] states that modules have characteristics namely self-instruction, self-contained, stand alone, adaptive, and userfriendly. Thus the Mobile-module or M-module is a module in electronic form that can be used by students using an android-based smartphone.

This M-module is needed by students because it can be accessed via smartphones. The use of this smartphone is due to its effectiveness and efficiency as a device that is easy and flexible to use. That way, students can easily learn independently anywhere and anytime, with or without the help of a teacher. Unfortunately, so far not many teachers have used m-modules, let alone those based on ASSA C-13 (Authentic Assessment and Scientific Approach Curriculum 2013). The ASSA C-13-based M-module is an electronic module that can be accessed via a smartphone. The assessment contained in the module uses authentic assessment and its learning activities apply the scientific approach of the 2013 curriculum.

2. Method

This research was carried out in the odd semester period of the 2020/2021 academic year, to be precise in August to December 2020 in class XII OTP-1 SMKN 1 Magetan. The number of students in the class is 36 students consisting of 35 female students and one male student. The research methods used are descriptive with a qualitative approach. Data collection techniques use observation, documentation, and questionnaires. Meanwhile, data analysis techniques are carried out qualitative analysis. Data obtained from observations and questionnaires to students about the use of ASSA C-13-based m-modules in online learning.

The stages in learning activities start from the stages of socialization, independent action, collaboration, and exhibition. At the socialization stage, the teacher explains how to use the m-module through a smartphone and asks students to activate the gitden reader application. In addition, students are also asked to join the class whatsapp group and google classroom. Then the teacher explains the basic competencies, learning objectives, and stages of learning using the m-module. At the stage of self-action, students study modules independently at home and complete tasks and competency tests that are in the m-module. In the collaboration stage, teachers facilitate students in Whatsapp groups to interact and discuss by utilizing written messages, voices, images, and videos. Meanwhile, google classroom is used to do tests. Teachers also give tasks that are done in groups. The group divides based on the students' adjacent residences making it easier if they want their groups to come together. At the exhibition stage students collect the tasks that are in the m-module offline. They come in turns to school by implementing health protocols. In addition, students are also asked to present their assignments through a video and uploaded on the Whatsapp group. The following is a chart of the stages of learning activities using the ASSA C-13-based m-module.

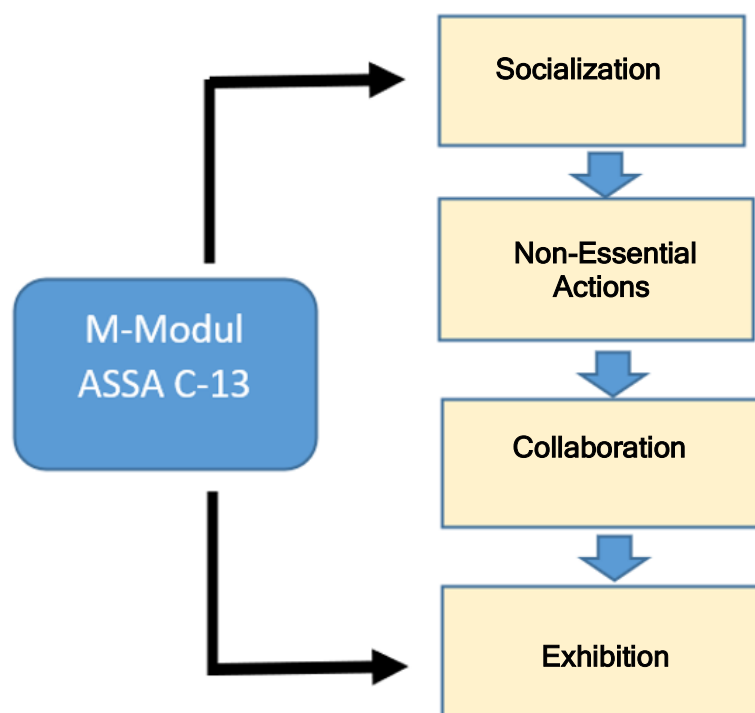


Figure 1 Online Learning Activities with M-Module ASSA C-13

3. Results and Discussion

The various findings produced through this study can be put forward as follows. The application of online learning using m-modules based on ASSA C-13 takes four stages of activities, namely socialization, independent work, collaboration, and exhibition.

At the socialization stage, the teacher explains to the students how to carry out online learning activities using the ASSA C-13-based m-module. First, students must download the *gitden reader* application on their respective smartphones in order to be able to read m-modules. Then the teacher explains the menus and instructions for using the m-module. In addition, the teacher also explained that the learning strategy in the m-module refers to the Syntactic *Saintific Approuch*. Meanwhile, to measure the achievement of student competencies in the cognitive, affective, and psychomotor realms, using authentic assessment. Everything is contained in the tasks that must be completed by students, both individuals and groups as well as in the competency test given at the end of each learning activity. In order for students to be eager to do, the questions are arranged in a varied and game-based form. Before proceeding to the next learning, the competency test score in the previous learning must reach the KKM (Minimum Completion Criteria). If it has not reached KKM, the student must repeat.

The application of online learning using m-modules based on ASSA C-13 aims to strengthen student learning independence. The teacher must provide a stimulus so that it can be achieved. Therefore, at this stage of socialization, teachers and students jointly establish a learning contract. In the learning contract, the rules that must be obeyed by students and the rights obtained are regulated. For example, students must actively attend and participate in online learning as scheduled, pray before and after class, fill in attendance, use good and polite written or spoken language, or be entitled to get points when they do positive activities. In addition, the teacher also sets when the

tasks should be collected as well as the deadline for completing the study of the m-module.

In the Independent Action stage, students learn independently by using the ASSA C-13-based m-module in their respective homes. There are six learning activities in the m-module. Students must complete each learning activity according to the schedule set by the teacher. They also have to do practice questions and also competency tests at the end of the setiap learning activities. If the student gets a score reaching KKM, he can advance to the next learning activity. If not, students relearn the learning material and do the competency test. When there is a lesson schedule, they must be orderly to follow it and must not leave the classroom without the permission of the teacher.

At the Collaboration stage, both teachers and students work together in learning activities. Learning is carried out fully online. Each online meeting is for three class hours per week. D30 minutes hourly activities so that in one learning meeting it lasts for 90 minutes. During online meetings through *Whatsapp* groups, it is used to discuss materials that are not yet understood by students. In addition, it is also to evaluate the tasks they have worked on so that they become aware if there are mistakes. On this occasion, the teacher acts as a facilitator, inviting students to discuss problems or difficulties they face and find solutions. Teachers also provide opportunities for students to collaborate with their peers to work on group assignments. Because the homes of each group member are close to each other, they are allowed to meet while still complying with the Health Protocol. Otherwise, they can communicate using social media as agreed.

At the Exhibition stage, students' activities collect their assignments, both in *google classroom*, and in the form of portfolios. In addition they presented it in the form of a video recording and sent it to the *whatsapp* group. That way other students can also see their work.

Observations of student learning activities include seven aspects, namely (1) Being present on time, (2) following the teacher's instructions, (3) daring to ask/answer/convey ideas, (4) doing assignments/tests seriously, (5) doing assignments independently, (6) collecting assignments on time, and (7) being enthusiastic in learning activities. The results of data analysis of these seven aspects showed a percentage of 89% or included a very good category.

Information about the independent character of students is obtained from questionnaires carried out by students. In order for students to be free to express their opinions, the questionnaire is not named. Based on the results of data analysis obtained from the questionnaire on student independence, the percentage is 92% with a very good category.

The reason for this learning is to build the independent character of the students. The ASSA C-13-based M-module used in learning is one of the alternatives for online learning to be effective because it has an impact on strengthening the independent character. Tough, hard work, creative, brave, learner, and fighting power, are the values of student independence that can still be instilled in them even though learning online.

The advantages and advantages of learning using the ASSA C-13-based m-module include; 1) students can learn not limited to space and time and 2) students feel happy because they learn using *cellphones* because it is more practical. This is in accordance with the results of research conducted by Kimianti, et al. [10] in the form of developing a problem-based learning-based science e-module that can improve science literacy skills in students. Similarly, the case with the findings of the research conducted by Oksa, et al. (2020) [11] about the development of e-module berbasis proyek which can increase the learning motivation of students very high.

Other advantages of the results of this study compared to the two studies are: 1) students feel very happy because learning through social media in the form of *whatsapp*

and *google classrooms* are very familiar with their daily lives; 2) students are trained to collaborate and work together in teams, and 3) m-modules based on ASSA C-13 are very flexible because they are tailored to the needs of students and teachers.

The disadvantages of this learning include; 1) the use of social media in the form of *whatsapp* and *google classroom* is very dependent on the availability of the internet. A bad signal will interfere with the smoothness of learning; 2) students are unable to interact quickly when they need the teacher's help to evaluate; 3) teachers cannot quickly answer students' questions; and 4) practice time is limited due to reduced class hours and students must take turns with limited time.

4. Conclusion

The results showed that 1) the use of ASSA C-13-based m-modules is a solution for effective and fun online learning by going through the stages of socialization, independent action, collaboration, and exhibition. Online learning is carried out variably using social media such as *google classroom* and *whatsapp* groups. This causes students to still feel happy and excited even though they are studying independently; 2) students' learning activities are classified as very good even though they take lessons online and study modules independently; 3) independent character can still be strengthened because it is a very good category. From the observations of the teacher that appear in the student are the characteristics of an independent person, beginning to appear and cultivate as a habit. The ASSA C-13-based M-module which contains various assignments with various forms of questions is a challenge for students so that they are excited to do it. They also become good at managing time well during online learning.

Related to the results of this study, suggestions for teachers were submitted as follows. 1) teachers are looking for social media alternatives that can be used off-line so as not to depend on the internet; 2) teachers apply the peer tutor method so that students quickly get help if they encounter problems because it is not only dependent on the teacher, and 3) practical activities can be carried out in groups so that limited practice time can be utilized efficiently and effectively. Meanwhile, the advice for schools is: providing support and ease of access for teachers to learn about technology and information considering that learning through the online system will take place for a long time. From the implementation of the use of m-modules based on ASSA C-13, it can be recommended to be used during distance learning during the pandemic for all subjects

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