SELF DIRECTED LEARNING PADA MODUL AJAR DIDESAIN OLEH GURU PENGGERAK

Self Directed Learning in Teaching Module Designed by Guru Penggerak

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Abstrak

Dalam rangka meningkatkan mutu pendidikan, Menteri Pendidikan (Mendiknas) telah meluncurkan "Kurikulum Merdeka Belajar". Program Merdeka Belajar ini merupakan salah satu upaya Kementerian Pendidikan dan Kebudayaan dalam rangka menciptakan inovasi-inovasi pembelajaran dalam rangka mewujudkan komitmen untuk meningkatkan mutu pendidikan. Untuk mendukung Kurikulum Merdeka Belajar, bahan ajar yang dirancang oleh guru harus mencakup kegiatan Self Directed Learning. Dalam setiap pelaksanaan Kurikulum Merdeka, menuntut siswa untuk mandiri dalam belajar (Self Directed Learning), dimana siswa diberi tanggung jawab untuk mengatur dan mengendalikan proses pembelajaran dan pencapaian dalam pembelajaran. Siswa juga dituntut untuk memiliki pola pikir mandiri dalam belajar, dalam arti siswa memegang kendali penuh dan bertanggung jawab atas pembelajarannya. Penelitian ini bertujuan untuk mengetahui kegiatan Self Directed Learning di modul ajar kelas X yang disusun oleh Guru Penggerak di SMA N 15 Padang. Data dikumpulkan secara kualitatif dengan dokumen ceklis, hasil data menunjukan bahwa modul ajar yang didesain oleh Guru Penggerak belum sepenuhnya menerapkan aktivitas Self Directed Learning. Guru masih menjadi fasilitator dalam pembelajaran, dan tetap menjadi penentu keputusan.

Abstract

In order to improve the quality of education, the Minister of Education (Mendiknas) has launched the " Kurikulum Merdeka Belajar ". Kurikulum Merdeka Belajar Program is one of the efforts of the Ministry of Education and Culture in creating learning innovations in order to realize the commitment to improve the quality of education. To support the Kurikulum Merdeka Belajar teaching materials designed by teachers must include Self Directed Learning activities. In each implementation of the Independent Curriculum, it requires students to be independent in learning (Self Directed Learning), where students are given the responsibility to regulate and control the learning process and achievement in learning. Students are also required to have an independent mindset in learning, in the sense that students are in full control and responsible for their learning. This study aims to determine the activities of Self Directed Learning in class X teaching modules arranged by the Guru Penggerak at SMA N 15 Padang. The data were collected qualitatively with checklist documents, the results of the data showed that the teaching modules designed by the Guru Penggerak had not fully implemented Self Directed Learning activities. The teacher is still a facilitator in learning, and remains a decision maker.

INTRODUCTION

The program was initiated by the Minister of Education and Culture, Mr. Nadiem Makariem regarding Merdeka Belajar as a learning process in which students hold responsibility for their learning process. With Self Directed Learning can improve learning strategies and teachers act as a motivator, allowing students to take a role for their own learning process. Self Directed Learning can also measure each student's learning ability and student's responsibility for their own learning style, plus most students now have diverse knowledge. Currently independent learning (Autonomy Learning) contained in the Merdeka Curriculum (IKM) is becoming more

important in the learning process, students have been accustomed to teacher-centered teaching models, and may not make students accept student-centered teaching models totally without difficulty as stated by Wangxin in (Uswatun, 2013). Therefore, in accordance with the Decree of the Minister of Education and Culture Number 1177/M/2020 concerning Sekolah Penggerak Program, through the program schools and teachers are given freedom and relief for implementing the program in stages through the evaluation stage and adjusting student readiness.

1. Self Directed Learning
a. Concept of Self Directed Learning

Self Directed Learning or can be called Autonomy learning is very important in learning, according to Wangxin (2009) students have been accustomed to teacher-centered learning models so that it is likely to make it difficult for students to accept new learning methods that are student-centered themselves totally without any trouble. Autonomy Learning comes from the word Autonomous which means the adjective form of autonomy, which means 'self' and nomos means 'law.

That way Self Directed Learning can be said to be a way that includes student decisions and actions when learning, and also takes responsibility for their learning. Self Directed Learning involves the processes of planning learning, applying strategies to learn and selecting appropriate learning resources. A self-directed learner is aware of what they do and do not understand; is able to set learning goals and identify what they need to learn more about, plan and select strategies to learn, and monitor whether or not their goals have been met (Hmelo-Silver, 2004).

b. Aspect of Self Directed Learning

Self Directed in learning according to Littlewood (1999), namely students must be responsible for their own learning. Because in education so far control over the learning process belongs to the teacher, in Self Directed Learning students are in control of their learning. The teacher acts as a facilitator, which guides students in class.

In connection with that, Sinclair (2000), Dickinson (1987) proposes 13 aspects in defining Autonomy Learning, namely: 1) Autonomy is a capacity construct, 2) Autonomy involves the desire of students to be responsible for their own learning, 3) The capacity and willingness of students to assume this responsibility, 4) Self Directed Learning is an idealistic goal, 5) There are levels of Autonomy, 6) Autonomy level is unstable and variable, 7) Autonomy is not just placing students in a situation where they have to be independent, 8) Developing Autonomy requires a high interest in the learning process, 9) Practicing Autonomy is not just about teaching strategies, 10) Autonomy can happen both outside and inside the classroom, 11) Autonomy has both social and individual dimensions, 12) The application of Autonomy has political and psychological dimensions, 13) Autonomy is defined differently by different cultures. Dickinson (1987) argues for the same concept. He views Autonomy as a mode of learning in which students are responsible for all decisions related to their learning, and implement Autonomy Learning.

2. Teaching Module
a. Defenition of Teaching Module

According to (Darmiyatun, 2013) Modules are teaching materials that are systematically designed based on a certain curriculum and packaged in the form of the smallest learning units and allow them to be studied independently in a certain time unit so that students master the competencies being taught (S.Sirate & Ramadhana, 2017).). The use of the module must remain under the supervision of the educator,

because when students do not understand a material, students can ask questions about material they do not understand. Independent learning in question is learning on an initiative, without the help of others or the help of teachers in the learning process. The independent learning process must remain under the supervision of educators, so that the role of educators does not dominate and is not authoritarian in learning. Independent study using the module can train students' honesty, and categorize students' various levels and speeds of learning. So it can be concluded that independent learning using modules has many benefits in the learning process. One of them can determine the ability of students in the learning process independently, and can train students' honesty in learning.

b. Characteristic of Teaching Module

In order to produce a module that is able to increase student motivation in learning, the preparation of a module must pay attention to the characteristics of making the module, formulated by Daryanto (2013), namely a) self-instructional, b) self contained, c) stand alone, d) adaptive and e) user friendly. Modules that have a self-instructional nature must have clear goals, and the material in the module is made more specific and focused on certain subjects. Self-instruction can also help students to manage themselves by giving positive instructions and trying to avoid negative instructions.

3. Self Directed Learning in Teaching Module

Self Directed Learning refers to students' ability to take charge of their own learning, by making their own decisions in determining learning objectives, defining content, choosing methods and techniques, and evaluating what has been obtained (Lengkanawati, 2017). Self Directed Learning is currently being used in teaching materials for the Kurikulum Merdeka Belajar called the Teaching Module, by including one of the independent activities such as students being asked to work on formative assessments for a predetermined time honestly and independently. The latest concept of the current

curriculum uses the Self Directed Learning activites in which students have full responsibility for their learning process, while the teacher becomes a facilitator in learning. In the teaching module there are many activities in learning that hone students' responsible abilities, and hone student activity because in Self Directed Learning activities students are required to be active in learning activities. Therefore students are required to be active during the learning process, such as asking questions or material that is not understood. So that the results during learning can be seen later when carrying out field practice project activities, then there will be evaluations from students and teachers which later errors will arise during the learning process.

Kurikulum Merdeka uses teaching materials in the form of teaching modules, in which there are independent activities (Self Directed Learning). These activities hone responsibility and train students' activeness when learning, which makes students indirectly required to be active in learning. The principles in Kurikulum Merdeka include contextual learning, student-centered learning, future-oriented learning, and learning based on students' abilities and needs in the Pancasila Student Profile. These principles require students to take more control and responsibility for their learning process.

4. Guru Penggerak

The success of implementing a curriculum cannot be separated from the important role of a teacher, a leader in encouraging student growth and development in the classroom. The Ministry of Education and Culture has established the Merdeka Belajar program as the government's effort to reform education in Indonesia, Minister of Education and Culture Nadiem Makarim revealed that education reform in Indonesia cannot be carried out solely using an administrative approach, but must carry out cultural transformation. Education units must have the capacity to change their school culture to be oriented towards a culture of learning and innovation instead of focusing on administrative

areas (Nadiem, 2020). In the implementation of the Kurikulum Merdeka Belajar, the teachers who teach are called Guru Penggerak, where these teachers are the nation's best teachers to encourage changes in education in Indonesia for the better. Guru Penggerak are expected to encourage student growth and development, as well as be role models for realizing the profile of Pancasila Students.

The success of implementing a curriculum cannot be separated from the important role of a teacher, a leader in encouraging student growth and development in the classroom. The Ministry of Education and Culture has established the Merdeka Belajar program as a government effort to reform education in Indonesia. In this program, the teachers who teach are called Guru Penggerak, in which the Guru Penggerak are the nation's best teachers who encourage changes in education in Indonesia for the better. Guru Penggerak play a role in advancing education in Indonesia by creating student-centered learning and driving a better education ecosystem through changing the learning mindset. The success in the implementation of the Merdeka Belajar curriculum is very dependent on the role of Guru Penggerak in the classroom, by using teaching modules as teaching materials in the Merdeka Belajar.

METODOLOGI

This study used a qualitative research approach and the research was focused on analyzing activites of the Self Directed Learning in the class X English teaching module that has been designed by Guru Penggerak as teaching material in schools participating in the Sekolah Penggerak program. This study used the Qualitative Content Analysis method. According to Klaus Krippendors (2004) content analysis is a research technique to make inferences that can be replicated (imitated) the data by taking into account the context. Qualitative research is research that tends to analyze and is descriptive in nature, and utilizes the theoretical basis as a guide so that research is in accordance with the facts. It is supported by Bogdan & Biklens (1992: 21), who express the opinion that qualitative research is a research step that produces descriptive data in the form of writing or speech, as well as the behavior of the people being observed. This study aimed to gain a general understanding of social reality from the participant's point of view. So it can be concluded that this study used a qualitative approached and focused on analyzing the effectiveness of an English module for class X of Sekolah Penggerak. By using the content analysis method, this research analyzed the data descriptively, used several theoretical foundations as a guide so that the research is in accordance with the facts.

FINDING AND DISCUSSION

This research has been completed by researcher to find answers to research questions raised by researcher in the previous chapter. The research question in this chapter is "How is the Self Directed Learning activites in class X English teaching modules desgined by Guru Penggerak?". The findings of this research can be found in the explanation that the module has fulfilled six indicators of self-directed learning, namely the process of planning learning, applying strategies to learn, selecting appropriate learning resources, set learning goals, identify what they need to learn more, monitor whether their goals have been achieved or not. Shortly, the teacher facilitates students to do self-directed learning.

Furthermore, supported by previous research which discusses the same thing but from a different aspect,

the research is entitled Application of the Self Directed Learning Model to Improve Learning Outcomes and Student Learning Independence by Dewi Oktofa Rachmawati (Rachmawati, 2010). The research aims to improve learning outcomes and students' independence in learning, and to describe student responses about Self Directed Learning. The results of this study indicate that self-directed learning activities can improve student learning outcomes, and their application can increase independence in learning. Supported by this research, the researcher concluded that student independence in the learning process in the classroom automatically increased, with the implementation of Self Directed Learning activities. Through Self Directed Learning activities in the module, students are responsible for their learning process, so that students are active and competent in learning.

CONCLUSION

This research was conducted on the Descriptive Text material for class X English teaching module designed by Guru Penggerak at SMA N 15 Padang, this research conducted qualitative research where researchers needed to analyze, observe and describe the Self Directed Learning method in the X class English teaching module. The research data used the document checklist as an instrument, based on the results of the checklist document in collecting data the researcher found that there are six indicators of Self Directed Learning that must be present in a module. The six indicators are the processes of planning learning, applying strategies to learn, selecting appropriate learning resources, set learning goals, identify what they need to learn more about and monitor whether their goals have been achieved or not. Depending on data analysis it can be concluded

that learning using the Self Directed Learning provides a good factor to make students active and independent in learning, this study shows that there are seven factor indicators that influence student independence in using teaching modules.

Furthermore, the researcher concluded that students' interest in learning to use the English teaching module received a very good response, this can be seen from the field practice that will be carried out at the end of the material. Some students may experience difficulties in learning because they are required to be independent and responsible in the learning process, therefore students must actively ask questions that are not understood during the learning process. The use of Self Directed learning activities in learning can also trigger students to learn English easily, because students are required to read, write, and speak English at the beginning of learning. In addition, the use of Self Directed Learning can really interest students so that students are interactive and active during learning.

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