



Needs Analysis E-Module Based Hypercontent to Improve Collage Students' Critical Thinking Skills

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Abstract

This article aims to analyze the needs of teaching materials using e-module based Hypercontent and learning media can improve collage students' critical thinking. The research method used is descriptive-qualitative, that is by doing observation, interview and document study. The problem found in teaching and learning process is that the tendency to use conventional teaching materials rather than varied modes of teaching materials so can affect their critical thinking skills. The implementation of teaching and learning process using e-module is one of the ways to facilitate students' active learning to easily understand the materials. One of the variation of teaching and learning media that can be used is e-module based Hypercontent. Teaching and learning process using e-module is an implementation of electronic learning. Students, therefore, are able to learn independently which can be done either inside or outside the classroom.

Keywords: *Hypercontent; E-Module; Collage Students; Critical Thinking Skills*

Introduction

Curriculum and learning lectures is an important part on learning in Faculty Of Teacher Training and Education in higher education, it needs to be well-mastered by students due to quite a lot used in other materials such as curriculum development, syllabus and lesson plan. Students need to study this subject due to not only prerequisite material but also it is an important foundation as a prospective teacher. The utilization of these materials on other science applications require deeply understanding especially in understanding curriculum concept itself and developing critical thinking skills. However, in fact there are still a lot of students that haven't had deeply knowledge related to that material concepts. It not only impacts on the lack of critical students to solve this material cases, but there will be further resulting in low learning outcomes on that subject. In fact many students who haven't understood deeply about curriculum, syllabus, and lesson plans development.

Most of students have difficulties in understanding contents and determining the steps of curriculum, syllabus, and lesson plans development. This condition can't be ignored because they influence on the development of critical thinking student skills. Students' understanding about curriculum material and learning need to be improved with appropriate action in order to be able to facilitate in understanding concepts and stimulating the thinking skills to obtain and maximize competencies which students have so that can increase their learning achievement and the aims of learning process can be achieved well.

According to Prastowo (2013), teaching material is all materials (whether information, tool, or text) arranged systematically that show full competencies in where it will be mastered by students and used in learning process with the aim is to plan and examine learning implementation. Related to this explanation Abdullah (2012:218) explained on learning process, students not only relate to the interaction with teacher as one of the sources, but also cover the interaction with all learning sources which enable to be used to achieve the expected outcomes. On the other hand Istanti (2015) argued that teaching material is a designed module to help students in mastering learning aims and as students' learning tool independently based on their own speed. By using module, students have learning time effectivity because it shouldn't wait their classmate who have various speeds. If it has finished, students may continue to next units.

Recently, learning material about curriculum and learning subject not only derive from textbook, but also it derives from many sources such as e-journal, e-book, scientific journal and publication results in the form bulletin. Those sources complete one another in order to require to obtain the entire materials. But, the availability of those sources do not make students have an effort to find out those sources as students' learning source. Students rely much on lecturer's explanation. Besides, these existed learning reference tools haven't demanded students in developing knowledge especially in critical thinking skills. Therefore, need to own appropriate teaching materials development to fulfill the students' need in developing knowledge. Paul and Elder (2005), critical thinking had become important due to four trends: accelerating change, intensifying complexity, escalating interdependence, and increasing danger. One must acknowledge that critical thinking is a necessary skill for the full understanding of theories, evidence and the core issues and debates in the domain of psychology and other disciplines (Guiller et al, 2008). Seferoglu & Akbiyik (2006) explained that critical thinking skills were the ability to see an event or condition and give a comment, a decision based on a person's knowledge and thoughts. Critical thinking skills basically involve identifying and analyzing the sources of information for credibility, demonstrating the prior knowledge and making connections as well as making a conclusion (Thurman, 2009). But in reality the ability of students to think critically is still relatively low. The low development of higher-order thinking skills known as high order thinking skills (HOTS) can be seen from the results of the 2011 International Student Assessment (PIRLS) Program Indonesia obtained 428 grades along with 12 other countries with values below 500 namely Georgia, Malta, Trinidad and Tobago, Azarbaizan, Iran, United Arab Emirates, Saudi Arabia, Indonesia, Qatar and Morocco. Abdulhak and Darmawan (2013:119) mentioned in line with the development of science and technology makes learning sources increase with various forms especially which have forms as tools and materials increasingly increase with its attributes that enable people to learn well.

Development of teaching material is an activity form and teaching learning process can make the existed learning quality better. Those teaching learning can collect materials from various sources in order to be more varied and able to give more knowledge to students mainly in developing critical thinking skills. The use of interactive media shows that students consider significantly that "interactivity" can be used as material for critical thinking because the virtual environment is present to foster critical thinking (Saadedk., 2012). The application of interactive e-books in learning is considered effective enough to foster students' critical thinking skills (Rosida, 2015). Based on its form, teaching materials are printed, audio and audiovisual teaching materials. Meanwhile, based on the work way teaching materials are in

which projected or not, audio, video, and computer media. According to interview results with students of economic education, Faculty Of Teacher Training And Education, Unila that teaching material which becomes main references is from textbook which only emphasizes on materials contain text only in order to its subject which should can be understood by students through teaching materials which are undelivered abundantly and led the students' learning outcomes become low. It is known based on the results of the analysis as many as 61% of students revealed that curriculum and learning materials were difficult to understand and as many as 32% of students felt curriculum and learning material had not been explained. Furthermore, based on observations and observations, teaching materials used to train the ability to think critically low with details 1) Interpretation aspects 57.59% with low categories; 2) the analysis aspect is 65.45%; 3) evaluation aspects with details of 72.5%; 4) conclusion aspect 60.75% with low category 5) explanation aspect 58.34%; 6) aspects of self regulation with details of 85.70% with low category. Related to these cases, there need an effective and innovative teaching materials such as E-module based Hypercontent.

Module is a designed teaching material systematically with language that is easy to be understood by students in accordance with their knowledge and age level so that can learn by themselves (independently) with minimum help of their teacher (Prastowo, 2013). The selection of modules as teaching material is based on the opinions of Smaldino, et al. which states that the module has several advantages, including: (1) students can determine their own learning speed, (2) the module is an integrated teaching package that is totally packaged, (3) a good module is a module that is tested and validated by several experts before disseminated. According to NCTM (2000) learning by using many subjects which have good representation is a way to build conceptual understandings. One of the research results use e-modul based Hypercontent is Prawiradilaga. Widyaningrum, Ariani (2017) with the result module based Hypercontent, the use of this module Hypercontent become a reading and examining pattern which are directed to students as the type of learning in 21 century so that students can share and obtain non-printed materials immediately such as video and digital paper. Research which will be conducted to develop e-module based Hypercontent on curriculum and learning material need preliminary analysis that contains of literature and field studies. Field study is conducted so that the researcher knows object condition in the field by collecting various information such as students' need analysis on appropriate teaching material which is used in learning process so that learning aims can be achieved.

Field study results may have benefits as following : 1. Is able to give a description about the curriculum and learning lectures implementation, 2. As a reference to develop teaching materials e-modul based Hypercontent . This research aims are to: 1. Analyzing the curriculum and learning lectures implementation in Economic Education Study Program, Faculty Of Teacher Training And Education, Unila; 2 Knowing the condition of lecturers' need on teaching materials which help students to increase critical thinking skills and their learning outcomes.

Research Method

This research used qualitative research with descriptive approach. Qualitative research is a research method which is used to examine on natural object condition (Sugiyono, 2014: 1). According to Creswell (2010: 4), qualitative research is methods to explore and understand the meaning that by a number of individuals or groups of people ascribed social or humanitarian problems. In accordance with the type of research that used , research approach which is chosen by the researchers is a descriptive approach. It is used according to the consideration that the cases which will be examined still ongoing now with an aim to analyze phenomena that occur in the field.

Data source of this research is obtained from primary and secondary data source. Primary data source is obtained from informants who are considered most important in knowing research focus

detailedely and clearly. Those informants are economic education students batch 2016, Faculty Of Teacher Training And Education,Unila.While, secondary data source is obtained by observation study towards learning and documentation implementation which cover Basic Competency planning, Syillabus organizing, document of teaching material which is used, pictures of learning process and other supported data. Meanwhile, research procedurs which are used by researchers are as following:

No	Step	Activity
A.	Preparation	1) planning the research 2) making an interview an observation guidelines
B.	Implementation	1) Analyzing the teaching materials in lecturing class 2) conducting an interview,observation and documentation with research information
C.	results of finding	Analyzing research information
D.	Report	making decision

Researchers used three techniques to obtain data in the field, those are interview, observation and documentation technique.

Results and discussion

According to the observation during curriculum and learning lectures, students' reaction towards learning process in the class is less enthusiastic. Things that become obstacles during curriculum and learning lectures are students' participation on the lecturing class is low, using textbook in foreign language, and using presentation-discussion learning model. So far the lecturing strategy which is applied during curriculum and learning lectures is presentation-discussion and learning based research project. Therefore, there will be a teaching material development independently on curriculum and learning subject. To the extend, the book which is used during curriculum and learning lectures from old foreign language sources so that as the existency of independent teaching materials hope can increase the students' conceptual knowledge and understanding.

Need questionnaire analysis results of developing teaching materials show that learning sourcer which is used by students are textbook, e-book, national and international journal, and other sources from internet. Regarding the availability of curriculum and learning teaching modules in the Unila Economic Education Study Program, 91.89% of students stated that there were no curriculum and learning teaching modules available in the Study Program. 8.11% of students stated that textbooks were available. Nevertheless, they stated that the language used in the textbook was difficult to understand. In addition, the images available have not been able to make it easier for readers to understand the material. As many as 100% of students said that they needed curriculum teaching modules and learning to support their learning activities. Students want learning source which is made by their own lecturers, in which it is easy to understand in the form of summary that can influence students' reading interest, and is completed with supported pictures. So far, the learning source is less interesting because of many books which full of text in order to be difficult to be understood by students. Students want a development of an interesting teching material in order to be easy to be understood, equipped with relevant pictures, contained with the lattest information, and there is a glosary containing terms of curriculum and learning. Teaching material should be self-contained and self-construction, they are independent learning. Based on the research results data, so need to develop teaching materials such as a module. Simonson (2002) Hypercontent designed instruction also has modules, topics and concepts. First, modules are identified. Next, topics related to the module are identified and learning experiences are designed and produced. These

topics are presented using text, audio, graphics, pictures, and video. Finally, a module assessment activity is developed. This assessment is designed to determine if a student has successfully completed and understands the module satisfactorily. If so, the student moves to the next module in the sequence of modules.

Module which will be developed is e-module based Hypercontent. Alakurt and Turqay (2016) Hypercontent *design this type of concepts comprises upon text and multimedia elements like audio, video, pictures, graphics*. Module is one of teaching materials which designed systematically based on certain curriculum and served in the form of the least learning unit and enable to be learnt independently in the certain time.

Learning by using e-module based hypercontent is independent learning which serves opportunity for students to manage their time learning and understand lecturing materials independently. Simonson (2005) the way of learning and using random and not in order module which do not enforce students to learn step by step, it can be called as Hypercontent. Module which is developed by teacher can be adapted with students' characteristics, prior ability which they had, interest, and students' background. This module development can solve problems or difficulties in learning (depdiknas,2008). There are number of learning materials which often make students difficult to understand or teachers get difficulties to explain it. Those difficulties can also occur because of the abstract, complicated materials, and the available learning sources are still textbook form. If the learning material is abstract, the module will be able to help students depicting these abstract things. For examples by using link that is connected with videos, pictures, photos, charts, schemes, etc as well as complicated materials can be explained by simple way in accordance with the level of students' thinking so that will be easier to understand.

Module can facilitate students become more interest in learning, automatically students learn out of prerequisites and can increase learning outcomes (Depdiknas, 2008). There are some advantages by using module media, they are: module focuses on skill to learn independently and more responsible with its actions, module gives control to learning outcomes through using competency standard in every module which should be achieved by students, module has relevancy with curriculum which can be shown with the availability of achieving aims and ways so that students can know the relevancy between learning and outcomes which will be achieved (Mulyasa, 2006).

Conclusion, Suggestion and Recommendation

According to this research results data can be concluded that teaching material which needs to be developed on curriculum and learning subject in economic education Unila is a teaching material formed e-module based Hypercontent. E-module based hypercontent is chosen because it can facilitate students to learn, whether by learning in the class or learning independently. E-module based hypercontent is a teaching material which is served interestingly, innovatively, fully, and schematically. This study is also part of module development as teaching material on curriculum and learning lectures in economic education Unila.

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