



Dedicated:
Journal of Community Services
(Pengabdian kepada Masyarakat)
<https://ejournal.upi.edu/index.php/dedicated/>



Strengthening learning during the COVID-19 pandemic with digital modules for class IV SD Negeri 1 Sindangkasih

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ABSTRACT

During the COVID-19 pandemic, the Indonesian government took steps to impose restrictions on community activities that had an impact on the education sector. This has led to the re-implementation of learning activities from home which still need to be more effective. On the other hand, the difficulty in understanding learning material and the emergence of laziness in students to read the textbooks provided are problems that must be addressed immediately. One of the learning media that can be used to support learning activities at home is a learning module. Based on the results of previous research, this module is effectively used in learning in class IV SD Negeri 1 Sindangkasih. In the next stage, the module is used as material for a strengthening program for learning at home. The dedication method is strengthening the implementation of learning at home with the use of digital modules by parents of students. The results of the learning reinforcement program with digital modules are very effective for parents of students. Parents think using digital modules in learning at home is more structured and can clarify learning objectives at home. In addition to using digital modules, collaboration between teachers and parents is also a factor that needs attention to support the effectiveness of student learning activities at home.

ARTICLE INFO

Article History:

Received: 28 Mar 2023

Revised: 2 Jun 2023

Accepted: 7 Jun 2023

Available online: 9 Jun 2023

Publish: 22 Jun 2023

Keyword:

Distance learning; elementary school; learning module

Open access

Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat) is a peer-reviewed open-access journal.

ABSTRAK

Pada masa pandemi COVID-19 pemerintah Indonesia mengambil langkah dengan menerapkan pemberlakuan pembatasan kegiatan masyarakat yang berdampak kepada bidang pendidikan. Hal ini menyebabkan kembali dilaksanakannya kegiatan belajar dari rumah yang dirasa belum efektif. Disisi lain, kesulitan memahami materi pembelajaran dan munculnya rasa malas pada peserta didik untuk membaca buku paket pelajaran yang diberikan menjadi permasalahan yang perlu untuk segera ditangani. Salah satu media pembelajaran yang dapat digunakan untuk mendukung kegiatan belajar di rumah adalah modul pembelajaran. Berdasarkan hasil penelitian sebelumnya bahwa modul ini efektif digunakan pada pembelajaran di kelas IV SD Negeri 1 Sindangkasih. Pada tahap selanjutnya modul tersebut digunakan sebagai bahan untuk program penguatan pembelajaran di rumah. Metode pengabdian yang digunakan adalah penguatan pelaksanaan pembelajaran di rumah dengan penggunaan modul digital oleh orangtua siswa. Hasil dari program penguatan pembelajaran dengan modul digital ini dirasa sangat efektif oleh orangtua siswa. Orangtua merasa penggunaan modul digital pada pembelajaran di rumah lebih tersusun dan dapat memperjelas tujuan pembelajaran di rumah. Selain penggunaan modul digital, kerjasama antara guru dan orangtua siswa pun menjadi salah satu faktor yang perlu diperhatikan sebagai upaya untuk mendukung efektivitas kegiatan pembelajaran siswa selama di rumah.

Kata Kunci: Modul pembelajaran; pembelajaran jarak jauh; sekolah dasar

How to cite (APA 7)

Hartini, R. F. & Mulyadi, A. (2023). Strengthening learning during the COVID-19 pandemic with digital modules for class IV SD Negeri 1 Sindangkasih. Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat), 1(1), 41-54.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



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INTRODUCTION

The COVID-19 pandemic in Indonesia since the beginning of 2020 has become more widespread. This is the main cause of major changes in the world of education. The Kementerian Pendidikan dan Kebudayaan (Kemendikbud) even issued Number 4 of 2020 concerning the Implementation of Education Policies during the Emergency Period of the Spread of Coronavirus Disease (COVID-19), one of which states that the learning process is carried out from home. The advent of this regulatory framework provides a compelling rationale for the implementation of learning from home activities. The learning activities that have been implemented in educational settings have undergone significant changes, particularly with regard to the continuity of teaching and learning activities between educators and students. These changes have been particularly pronounced in the context of early childhood education and higher education. Learning, which is usually done face-to-face, is now starting to be transferred to online learning in accordance with government recommendations (Uswatun et al., 2020). Consequently, with this condition, it is incumbent upon all educational institutions, including educators, to adapt, especially about learning and teaching activities.

Elementary school is an educational unit that requires more adaptation because this learning is carried out for children who are in the age range of 7-12 years. Online learning activities in elementary schools are carried out through parental guidance (Dewi, 2020). In addition to teachers' limitations in accessing technology, the use of technology, information and communication tools in elementary school children is still limited and requires assistance from parents, while not all students have cellphones and parents who can fully accompany them because some parents are busy working (Putria et al., 2020). This is one of the obstacles experienced by educators in delivering learning materials to elementary school students during distance learning activities.

The distance learning process is characterized by a limitation of interaction between teachers and students. One learning activity that has been implemented is the distribution of package books by the teacher, followed by the provision of instructions regarding the tasks that the children are required to perform. These tasks are subsequently documented through the collection of photographic evidence, serving as a record of the children's completion of the designated tasks. The continuous undertaking of learning activities in the domestic environment has been demonstrated to engender feelings of boredom (Putria et al., 2020). Furthermore, the reference materials available to students are limited to thematic books provided by the government, perpetuating a reliance on teachers and parents, even in online learning environments. This has been shown to result in suboptimal learning activities (Surahman et al., 2020) highlighting the necessity for enhanced support for prospective teachers in preparing to implement the curriculum in special conditions (Hadiapurwa et al., 2021).

Learning activities are defined as a process of interaction between students, educators and learning resources, to achieve optimal results by predetermined learning objectives (Pane & Dasopang, 2017). The efficacy of the learning and teaching process is contingent on numerous factors, including the congruence between the learning material and the cognitive abilities of the students (Lestari et al., 2021). Consequently, the efficacy of the implementation of learning activities must be given due consideration. The effectiveness of learning activities can be determined by the extent to which interactions between learning components occur (Suda, 2016).

One of the learning resources is related to the acquisition of teaching materials. Teaching materials are defined as the knowledge, skills and attitudes that must be imparted to students to achieve predetermined competency standards (Purwahida, 2018). Conversely, the provision of teaching materials by teachers represents a challenge, particularly in the digital context. In addition, it is imperative that teachers possess the capacity to effectively manage classroom conditions, thereby ensuring the continuity and efficacy of learning activities (Fadhilaturrahmi, 2018). One solution that can be implemented by pedagogues is the integration of diverse learning media.

Learning media is one of the communication tools that is believed to make communication and interaction between teachers and students when learning activities take place more effective. Learning media according to Nurrita (2018) is a tool that can support the learning process, so that messages (material) can be conveyed more clearly in order to achieve learning objectives more effectively and efficiently. By this standpoint, Tafonao (2018) asserts that learning media constitutes any medium capable of conveying or transmitting messages to students, thereby stimulating their cognitive processes, attentional focus, and intellectual curiosity. It is evident from the aforementioned definitions that learning media constitutes a learning support tool, the function of which is to distribute learning material to students, thereby facilitating the effective and efficient achievement of educational goals.

The utilization of learning media as a conduit for the dissemination of educational material to students during the present pandemic is a matter that warrants consideration. A plethora of digital or online-based learning media is at the disposal of educators, including but not limited to YouTube, WhatsApp Group, Google Classroom, and Quizzes (Mustakim, 2020). However, limited digital literacy is one of the factors that renders the effective use of various kinds of digital learning media increasingly difficult. In the context of distance learning, the utilization of learning media in elementary schools must be cognizant of the digital literacy levels of students and parents. The provision of material may also be facilitated through the utilization of concise video recordings, accompanied by the provision of reading materials. In contemporary elementary schools, a significant form of reading material that has gained traction as a learning medium is that of modules, which contain learning content.

Module learning media constitutes one of the learning media that can be applied in elementary schools. Modules are defined as teaching materials that are systematically arranged with the aim of achieving learning objectives and assisting students in achieving the required competencies (Putri et al., 2020). The implementation of modules designed to facilitate student learning is intended to assist parents in providing support to their children, thereby reducing the need for extensive assistance. This finding aligns with Anzaldo (2021) assertion that this learning module enables students to pursue autonomous learning while minimizing instructor guidance.

The utilization of multimedia in module learning has been demonstrated to enhance motivation and capture students' attention, thereby facilitating a student-centered approach to learning. Furthermore, the utilization of teaching materials in the form of modules is particularly well-suited for implementation in elementary schools, as they can function as a learning tool that facilitates student exploration of their understanding and provides an opportunity for practice (Estuwardani & Mustadi, 2015). In such cases, it is incumbent upon educators to innovate in their pedagogical approaches, rendering learning more engaging for students (Mustafa et al., 2021).

The learning materials employed in elementary schools continue to be grounded in thematic learning methodologies. This material constitutes theme-based integrated learning, to provide meaningful learning experiences to students (Mufaridah et al., 2020). The utilization of media in the provision of thematic learning modules assumes significant importance, as it functions as a guide to facilitate learning activities that are conducive to creativity and the generation of comprehensive learning outcomes (Estuwardani & Mustadi, 2015). The utilization and development of modules as a medium for learning have been the focus of numerous research studies. Purwahida (2018) examined the problems or challenges in developing modules as a literacy learning tool for elementary school students. In her research, Puwahida found that some of the obstacles in developing modules are adjusting to the abilities of students, where the ability to learn or capture material for each student will be different from one another. Research undertaken by Marisa et al., (2020) resulted in the development of an e-module designed to address the learning requirements of students during the period of the pandemic. The feasibility of the module itself was also assessed.

The previous presentation shows how the use of modules in learning is now one of the supporting components for the success of learning itself, especially when there is a policy of activity restrictions by the Government when the Covid-19 Pandemic takes place. Conversely, the implementation of learning activities does not invariably have to adhere to the prescribed curriculum. During the implementation of this learning activity, teachers can develop creativity by enriching learning materials while still referring to the curriculum and basic competencies that students need to have. Moreover, the utilization of this module remains underutilized in certain educational institutions as an innovative tool to facilitate learning and teaching activities outside of the classroom, particularly during the ongoing pandemic. Consequently, parents assume a more significant role in supporting their children's learning at home. As is the case at SD Negeri 1 Sindangkasih, which believes that modules are new and have not been widely used by every class teacher. So that the use of modules as a companion to learning materials still needs to be reviewed, especially in the implementation of the use of this learning module. In every learning medium, it is necessary to evaluate such things as ease of use, benefits and impact on students. Therefore, based on the above problems, this study focuses on knowing how the role of learning modules as one of the learning media used to accompany teaching and learning activities carried out at home during this pandemic, especially modules used as learning media in class IV SD Negeri 1 Sindangkasih.

METHODS

The objective of the present undertaking is to apply the results of the research that has been carried out. The objective of the research was to ascertain the efficacy of the learning modules employed in class VI SD Negeri 1 Sindangkasih. The present study adopts a descriptive quantitative research approach. Descriptive quantitative research constitutes a research method that is utilized to investigate specific populations or samples. Sampling techniques are typically executed randomly with a view to ascertaining the value of each variable, thereby facilitating the creation of a comprehensive overview of the variable in question (Bloomfield & Fisher, 2019).

The questions used in this study use a Likert scale to assess how the use of learning modules, the assessment criteria (Likert scale) can be seen in **Table 1**.

Table 1. Likert Scale Rating Criteria

Scoring Category	Score
Very Good	5
Good	4
Sufficient	3
Less Good	2
Not Good	1

Source: Morissan in his book "Statistik Sosial"

The descriptive quantitative method employed in this study involves the calculation of respondents' responses to the research instruments, which are subsequently converted into Likert scale categories, as illustrated in Table 1 above. The data collection techniques employed in the present study comprised two principal methods. Firstly, observation data was collected through direct observation at the research location, specifically at SD Negeri 1 Sindangkasih. Secondly, interviews were conducted with several individuals who were deemed to be well-informed about the subject matter. The interview activities were conducted using research instruments that were administered online via an online questionnaire. The research instrument was administered to teachers, parents and grade VI students of SD Negeri 1 Sindangkasih.

Respondents from the study consisted of 15 people who were parents of grade VI students and 4 teachers who taught in classes IV A, IV B, IV C and IV D at SD Negeri 1 Sindangkasih. So that the total number of respondents was 19 people. This is adjusted to the number of targets of Kegiatan Kuliah Kerja Nyata (KKN) carried out by the service team at SD Negeri 1 Sindangkasih.

The instrument utilized in the study comprised multiple sections. The initial segment of the study focuses on the status of home learning activities, as perceived by teachers, students, and parents of the students involved. The second part of the study constitutes an assessment of the utilization of learning modules, which are predicated upon learning components. The learning components in question comprise learning objectives, learning materials, learning methods, learning media and learning evaluation.

The analysis was conducted using descriptive statistical analysis techniques. According to Nasution (2017), asserts that descriptive statistics constitutes a branch of statistics that focuses on the collection and presentation of data to describe or provide information about a data set, situation, or phenomenon.

RESULTS AND DISCUSSION

Based on the results of observations through direct observation and interviews with grade IV teachers at SD Negeri 1 Sindangkasih, the service team obtained results regarding the real conditions of Teaching and Learning Activities. The condition of learning activities carried out at SD Negeri 1 Sindangkasih, especially class IV, since the emergence of PPKM regulations has been carried out online. This learning activity from home is carried out by utilizing WhatsApp social media as an “online class”. An overview of the “online class” can be seen in **Figure 1**.

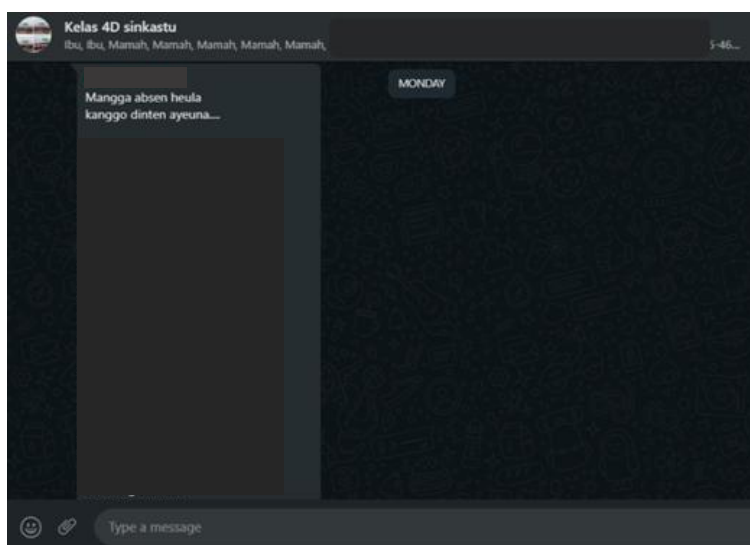


Figure 1. Using WhatsApp as an Online Classroom
Source: Dedicated, 2021

The subjects of Citizenship, Social Science and Natural Science are all taught at SD Negeri 1 Sindangkasih, which uses the Kurikulum 2013. This curriculum includes certain Basic Competencies and Core Competencies, defined as the abilities that must be possessed by students. As indicated in the document, the Basic Competencies comprise two distinct components: Basic Competency 3, which pertains to knowledge, and Basic Competency 4, which relates to skills. In order to facilitate the attainment of these competencies by students engaged in home learning activities, it is recommended that learning media be developed to support this process. Such media may include learning support materials such as modules and student worksheets. The service has developed modules and student worksheets that are intended for class teachers, with a particular focus on class IV.

The learning module developed for this service as one of the learning media for grade IV SD Negeri 1 Sindangkasih was created with reference to the Kurikulum 2013 Integrated Thematic Book, Theme 1: The Beauty of Togetherness. This learning module comprises summaries and ancillary material about the Basic Competencies and Core Competencies delineated in the book. The materials contained in this module include Indonesian Language, Education and Cultural Arts. Illustrations of the learning module can be found in **Figures 2, Figure 3** and **Figure 4** below.

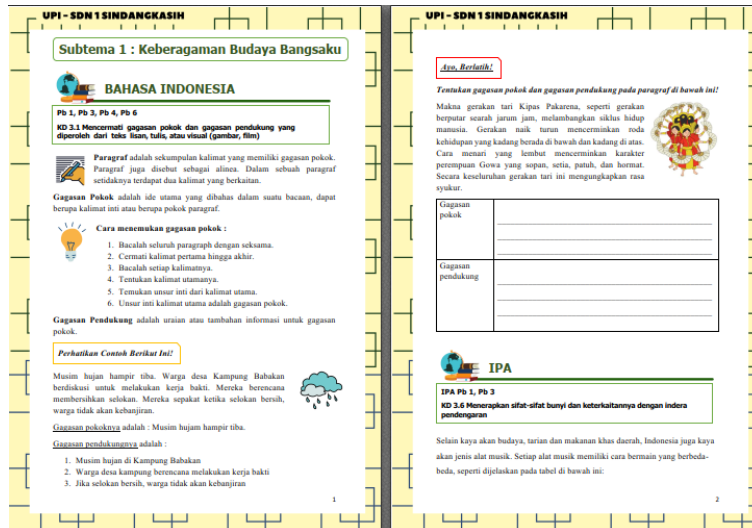


Figure 2. 4th grade Learning Module theme 1 subtheme 1
Source: Dedicated, 2021

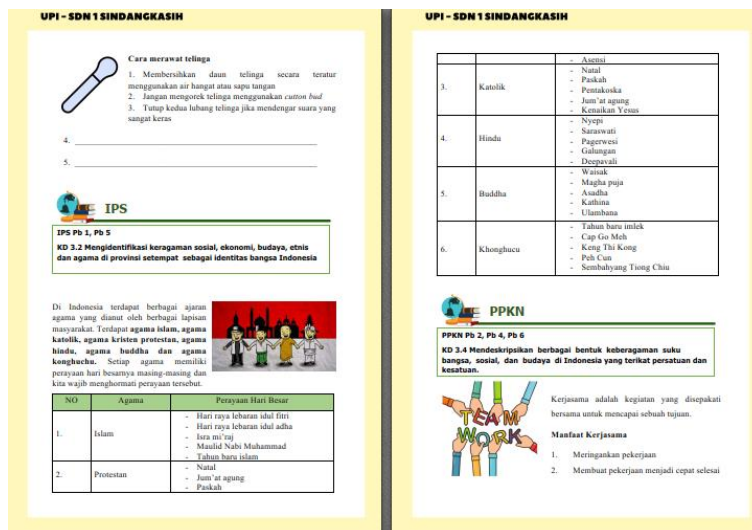


Figure 3. 4th grade Learning Module theme 1 subtheme 2
Source: Dedicated, 2021

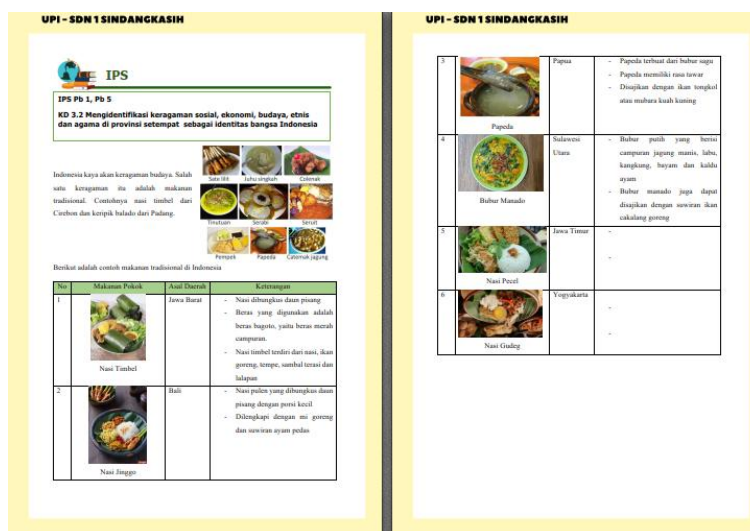


Figure 4. 4th grade Learning Module theme 1 subtheme 3
Source: Dedicated, 2021

In 2016, POP BK SD asserted that elementary school students have reached a critical juncture in their development and are well-positioned to engage in the construction of significant learning experiences. It is evident that even within the context of online learning, the education of elementary school children remains a subject that warrants consideration. The following results were obtained from the respondents, i.e., parents of grade IV students at SD Negeri 1 Sindangkasih, regarding the use of the learning module above:

The implementation of online learning activities has been observed to vary in terms of the conditions experienced by parents and students. A survey of parents who utilize educational services delivered remotely has revealed a range of challenges. The survey, which focused on learning activities undertaken by parents during the period of home-based learning, identified several prevalent issues. Notably, 26.7% of respondents reported difficulties in coordinating with teaching staff, while 66.7% indicated that supporting their children's learning during this period was challenging. Furthermore, 40% of respondents expressed concerns regarding the complexity of the learning materials.

Not only parents, it turns out that students also experience various problems that are almost the same. The majority of students who undergo learning activities at home find it difficult to understand learning materials, this is represented by 73.3% of students who filled out the questionnaire, 33.3% others find learning materials difficult and are lazy to read the package books given as student handbooks at home. 20% felt lazy to study at home and another 6.7% felt bored and resentful of the many tasks that must be done at home.

Furthermore, parents considered that learning activities at home were ineffective. This phenomenon is further substantiated by the parents' evaluation of the efficacy of home learning activities, as illustrated in **Table 2**.

Table 2. Assessment of the Effectiveness of Home Learning Activities by Student Parents

Scoring Category	Percentage
Very Good	6,7%
Good	0%
Sufficient	33.3%
Less Good	26,7%
Not Good	33,3%

Source: Dedicated, 2021

On the other hand, there are several children's conditions that occur when online learning is implemented, including children having difficulty learning at home during pandemic conditions like this (Wibowo & Deta, 2020). Then, based on research data, it states that children's understanding of the material is felt to be lacking, children are lazy to read package books, and children's grades as evidence of evaluation of learning activities are decreasing. This also refers to parents' readiness to adapt learning activities from off-network to on-network. Based on the results of the data obtained, as many as 60% of parents are at a fairly ready level in adapting to online learning, and the remaining 20% each are on the scale of less ready and not ready.

It is evident, based on the findings of the aforementioned data, that during this online learning activity, there are a number of issues and challenges that contribute to ineffective student learning activities. The challenges encountered during these learning activities from home are attributed to various factors, including human resources, limited facilities and infrastructure, inappropriate curriculum, and a lack of technological support and internet networks (Joshi & Bhaskar, 2021; Simamora, 2020). This has resulted in a range of concerns being raised by educators, students and parents.

One of the learning media employed to facilitate online learning activities in Class 4 SD Negeri 1 Sindangkasih is a learning module. According to parents, this learning module can assist parents in supporting their children, as evidenced by the statement agreed upon by 93.3% of respondents. Furthermore, it was found that 73.3% of respondents expressed the opinion that the module was straightforward to comprehend. Conversely, the remaining 26.7% of respondents indicated that they found the learning module to be challenging.

Then, the assessment of the use of the learning module according to the parents of students can be seen on **Table 3**.

Table 3. Use of Learning Module Media by Parents

Scoring Category	Percentage
Very Good	13,3%
Good	40%
Sufficient	20%
Less Good	13,3%
Not Good	13,3%

Source: Dedicated, 2021

As demonstrated in the above table, it can be concluded that the utilization of learning modules employed by grade IV students is regarded as satisfactory by 60% of respondents. Moreover, as was stated previously, a salient issue in the realm of online learning activities pertains to the propensity of children demonstrating a reluctance to engage with package books. The results of the data collection process indicate that children have demonstrated a significant improvement in their literacy levels following the provision of learning media in the form of modules. The results of the assessment of children's literacy improvement after being given module learning media are shown in **Table 4** below.

Table 4. Improvement of children's literacy after being given a learning media module

Scoring Category	Percentage
Very Good	13,3%
Good	33,3%
Sufficient	40%
Less Good	6,7%
Not Good	6,7%

Source: Dedicated, 2021

In addition to the improvement in literacy, the children also experienced a significant increase in understanding of the learning material after being provided with module learning media. This is shown in **Table 5**.

Table 5. Children's understanding after being given a learning media module

Scoring Category	Percentage
Very Good	13,3%
Good	33,3%
Sufficient	40%
Less Good	6,7%
Not Good	6,7%

Source: Dedicated, 2021

Based on the table above, children's understanding of the learning material as much as 40% of the respondents stated that they understood quite well, 33.3% were in the good category in understanding the material, 13.3% were very good and 6.7% were respectively not good and not good in understanding the learning material. Furthermore, regarding the completeness of the material content in the module, 66.7% of the respondents stated that the material in the module was complete and the other 33.3% stated that it was incomplete. Not only the assessment of the material, in the illustration design section, as many as 80% of the parents stated that the module design looked attractive and the other 20% stated that it was not attractive.

One of the important factors in implementing online learning activities is teacher readiness, because it is the educator who is directly related to students during the learning process (Jalal, 2020; Jamilah, 2020). As indicated by the research findings, the challenges encountered by grade IV teachers at SD Negeri 1 Sindangkasih encompass difficulties in communication with parents and students, inadequate digital learning resources, challenges in utilizing these resources, difficulties in determining the assessment system during the online learning period, challenges in determining learning activities during this period, and children demonstrating a lack of motivation to read the package books provided by the school. Subsequently, an evaluation of the degree of preparation of grade IV teachers at SD Negeri 1 Sindangkasih towards online learning revealed that the majority of respondents demonstrated a satisfactory level of readiness, with a mean score of 3 on a scale ranging from 1 to 7. This indicates that 75% of the respondents exhibited a sufficient level of readiness, while the remaining 25% demonstrated a satisfactory level of readiness on a scale of 4, categorized as 'good.'

The readiness of educators in carrying out learning activities at home during this pandemic is not only influenced by the problems mentioned above, but educators also have demands to be able to increase their creativity in teaching through teaching techniques which are certainly different from face-to-face learning (Jamilah, 2020). In addition, according to Wuladari et al. (2020) the reality in the field regarding this online learning process still does not fulfill the 3 components of online learning which include learning models, instructional and learning strategies and online learning media.

The study found that the majority of grade IV teachers at SD Negeri 1 Sindangkasih were adequately prepared for online learning, with a mean score of 3 on a scale of 1 to 7. However, it was noted that 25% of respondents expressed concerns regarding the impact of online learning on children's development. It was mutually agreed upon by all respondents that children demonstrated sufficient understanding of the material, though some respondents noted deficiencies in this understanding. Furthermore, the results indicated that children had not met the fundamental competencies established by 75% of respondents, and only 50% of respondents indicated that children had met the established competencies. Conversely, learning media can function as a tool to support and assist children in comprehending teaching materials,

thereby influencing the attainment of student competencies (Ilahiyah et al., 2019). Teachers at SD Negeri 1 Sindangkasih who teach Grade IV utilize a variety of learning media during the learning period. The majority of these teachers use modules and videos as supplementary materials for learning activities. Furthermore, some teachers also use audio media or podcasts. The fourth item demonstrates proficiency within the designated category.

Learning modules that are made simply can be used as one of the learning media used to support this online learning activity. As written in the research results that the learning module developed still refers to the Integrated Thematic Book of the Kurikulum 2013, this is in line with the statement (Sopacua et al., 2020) that module development can be done by analyzing the needs and materials that suit students, as well as looking for references and information relevant to the material to be made of course by paying attention to learning objectives, material formulation and module layout format.

Regarding the use of learning media modules as a supporting tool for learning activities at home, the achievement of learning objectives using this media can be seen in **Table 6**.

Table 6. Scale of achievement of learning objectives using the module

Scoring Category	Percentage
Very Good	50%
Good	25%
Sufficient	25%
Less Good	0%
Not Good	0%

Source: Dedicated, 2021

In addition, the value of using learning modules as a medium to support learning activities at home is in the excellent category for class IV D and IV B, the good category for class IV C and the sufficient category for class IV A. As listed in **Table 7**.

Table 7. Scale of use of learning modules in Class IV according to Teachers

Scoring Category	Percentage
Very Good	50%
Good	25%
Sufficient	25%
Less Good	0%
Not Good	0%

Source: Dedicated, 2021

Teachers also stated that the use of this module learning media helped deliver material concisely, helped streamline learning activities during the pandemic and there were also some children in the study group who were not used to using modules.

Table 8. Scale of teacher initiation regarding material and module design for class IV SDN 1 Sindangkasih

Scoring Category	Percentage
Very Good	75%
Good	25%
Sufficient	0
Less Good	0%
Not Good	0%

Source: Dedicated, 2021

Based on table 8 above, according to grade IV teachers, the material summarized in the grade IV learning module is included in the very good and sufficient category. The teachers also provide material recommendations by adding material reviews and student exercise sheets and adding digital media that

can be accessed by students. The results of the assessment regarding the design of the module are in the same category, which is very good and sufficient with recommendations to add illustrations.

The results of the use of learning modules for grade IV students when referring to the results of the assessment evaluation: this learning module is in the sufficient category with 25% of the respondents, the good category with an assessment of 50% of the respondents, and the excellent category based on the assessment of 25% of the respondents.

One aspect of the evaluation carried out by the teacher can refer to the results of the task work that has been completed by students. In the module that has been made, there are practice questions that can be filled in by students so that they can also work on problems by referring to existing examples. The form of practice questions in this module can help in evaluating the ability of learners in basic competency three. Examples of questions from the evaluation of learners' abilities can be seen in **Figure 5**.

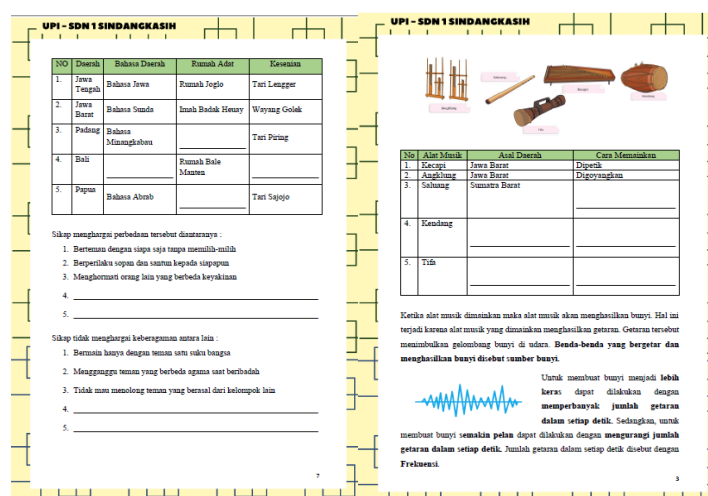


Figure 5. Examples of practice questions in the Learning Module
Source: Dedicated, 2021

In addition to the exercise questions in the learning module, the module presented in this study also provides learner worksheets that refer to the Kurikulum 2013 learning materials and summarized materials from the simple learning modules made. These learner worksheets, or LKPDs, have been meticulously crafted to be succinct while still catering to the attainment of fundamental competencies 4 in each existing discipline, namely Indonesian Language, Civic Education, Social Studies, Natural Sciences, and Cultural Arts.

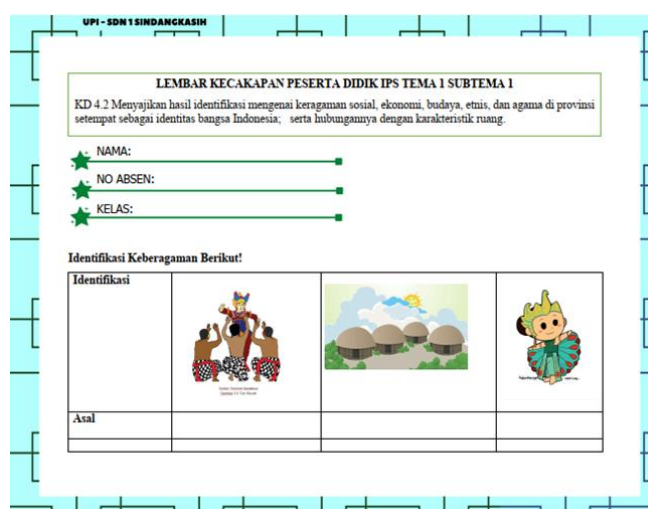


Figure 6. Learner Worksheet theme 1 subtheme 1

Source: Dedicated, 2021

UPI - SDN 1 SINDANGKASIH

LEMBAR KECAPAKAN PESERTA DIDIK R. INDONESIA TEMA 1 SUBTEMA 2

KD 4.1 Menata informasi yang didapat dari teks berdasarkan keterhubungan antar gagasan ke dalam kerangka tulisan

★ NAMA: _____

★ NO ABSEN: _____

★ KELAS: _____

Berilah tanda di bawah ini dengan cekatan!

Tugas 1

Pagi-pagi hampir semua siswa di kelas Ulin sudah hadir. Hari ini Edo dan Martha yang belum terlihat. Edo dan Martha sudah meminta izin pada teman-temannya untuk tidak berangkat. Mereka harus pergi ke Sekolah Minggu di gereja untuk melakukan ibadah pagi. Ulin dan teman-teman lainnya tidak keberatan. Sebelum ke sekolah, Ulin dan Siti menuju ke rumah Edo. Ibu ke rumah Martha untuk mengambil bahan dan bahan kelas yang telah disiapkan. Ulin dan teman-teman kemudian bertemu hari Minggu pagi merupakan waktu ibadah bagi Edo dan Martha yang beragama Katolik. Perilaku waktu dan cara beribadah tidak mengahangi niat kerja sama mereka.

Tentukanlah gagasan pokok dan gagasan pendukung dari paragraf di atas!

Gagasan Utama	Gagasan Pendukung

UPI - SDN 1 SINDANGKASIH

Tugas 2

Pada peringatan hari ulang tahun kemerdekaan Indonesia yang ke-74, Ulin, Edo, dan Siti mewakili kelasnya dalam perlombaan Bakti sosial. Sebelum berangkat mereka berdiskusi menentukan dan merencanakan strategi agar mereka dapat meraih prestasi dalam lomba tersebut. Mereka pun secara bersama-sama merencanakan usaha terbaik ketika lomba berlangsung. Akibatnya, tim mereka meraih juara dalam lomba tersebut.

Tentukanlah gagasan pokok dan gagasan pendukung dari paragraf di atas!

Gagasan Utama	Gagasan Pendukung

Tugas 3

Amp mengutip dari dapur di rumah Anwar. Anwar piyang kaldu tertera ke Kasur. Anwar selingan la sayur Kemiri, si dan Lada, udanya. Hari Ahu ke kafe. Mereka meneman piyang raja. Tiga tandem piyang yang besar dan kekinianan mereka bawa pulang. Anwar berpiang. Hari sudah malam, tapi Ahu dan Ana sudah sibuk di dapur. Ahu dan Ana, begitulah Anwar menangguliyah dan ibunya. Ahu telah-bukit mengambil air dengan ember. Ana menepuk singkong yang bisa dicuci kudu.

Tentukanlah gagasan pokok dan gagasan pendukung dari paragraf di atas!

Gagasan Utama	Gagasan Pendukung

Figure 7. Learner Worksheet theme 1 subtheme 2
Source: Dedicated, 2021

The learning materials and student worksheets developed in the form of learning modules at SD Negeri 1 Sindangkasih represent a form of learning media development that can be utilized in teaching and learning activities during this distance learning condition. Can be seen in **Figure 6** and **Figure 7**. The development of this learning media is expected to encompass a variety of learning sources and package books, and teachers are expected to create learning materials and evaluation questions from diverse sources, fostering self-competence to enhance the efficacy of learning materials.

This is expected because this distance learning activity cannot only rely on learning materials but also on how the learning delivery system itself works. As the results of the research data obtained, teachers, parents and learning media have their own roles for children when undergoing online learning activities. As well as teachers who have a role as facilitators to be able to stimulate, educate and support children to develop, parents who act as partners of teachers are responsible for children's education. (Rohmawati, 2015).

Consequently, effective online learning activity implementation is contingent upon effective collaboration among teachers, students, and parents (Dewi, 2020). In the context of distance learning, it is imperative that a collaborative approach be adopted among the school principal, class teachers, and parents. This collaborative effort is crucial for the successful attainment of educational objectives and the nurturing of students who have the potential to become the nation's golden generation.

CONCLUSION

A review of the aforementioned results and discussion reveals that the implementation of learning activities at home is still regarded as ineffective. This is evidenced by various issues experienced by students, including declining grades and a lack of motivation to read textbooks. Parents also face challenges, such as constraints in providing adequate support to their children. Additionally, fourth grade teachers face difficulties in managing classroom conditions. Nevertheless, learning activities at home must still be carried out with consideration for the interaction between educators, students, learning media, learning methods, and learning evaluation. The delivery of learning materials by educators is facilitated by the utilization of learning media that is characterized by ease of use and comprehension for students and parents in the domestic setting. One such learning medium that is characterized by its ease of use is learning modules and student worksheets.

Consequently, the integration of learning modules within elementary schools can serve as a viable solution to address the challenges posed by home-based learning activities. The module is designed to function as a learning media supplement, facilitating student learning activities outside of the classroom setting, particularly in addressing the tendency of students to neglect reading package books. Furthermore, effective collaboration among school stakeholders, including principals, teachers, and parents, is imperative to enhance the efficacy of children's learning activities at home and address their challenges in the learning process.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism. The service team would like to thank the SD Negeri 1 Sindangkasih community, parents and fourth-grade students of SD Negeri 1 Sindangkasih, and all participants who helped in this activity so that it could be carried out. The service team is also open to discussion if there is anything that needs to be discussed regarding this article.

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