

Management of Thematic Learning Based on Smart Soft Skills Module in Elementary School

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Abstract. The objectives of this study: (1) Analyze the need for thematic learning management based on the smart soft skills module for grade 3 elementary school. (2) Develop and analyze the feasibility and effectiveness of the thematic learning management development design based on the smart soft skills module. This study uses a Research and Development (R&D) design with 8 stages. The study was conducted at 10 public elementary schools in Wonosalam District. Data collection techniques in the form of interviews, observations, questionnaires, documentation, and tests. The result of the research is learning by using the thematic module based on smart soft skills which is developed effectively. The gain result is 66.08, it can be concluded that Management of Thematic Learning Based on Smart Soft Skills Module can improve student learning outcomes

Keywords: Management; Thematic Learning; Module; Smart Soft skills

1 Introduction

Teaching materials are an important part of the learning process. According to the National Center for Competency-Based Training: "Teaching materials are all forms of materials used to assist educators or instructors in carrying out the learning process in the classroom. The material in question can be in the form of written or unwritten material written [1]. Teaching materials are a set of teaching materials that are presented systematically. this opinion is strengthened [2], Teaching materials are needed to help teachers and students optimize learning objectives and improve student learning outcomes . Making the module must have the following technicalities, namely the module title, general instructions which include (preface, table of contents, concept map, glossary, module usage instructions, competency standards, basic competencies, and so on), module material and semester evaluation. According to [2] The module is written with the aim that students can learn independently without or with the guidance of an educator. The determination of these sub-themes will make it easier when the process of learning activities in the classroom is following the goals of national education [3].

According to Santosa [4], the basic purpose of education is to create human beings who are: (1) intelligent, skilled, neat, (2) honest, (3) disciplined, (4) have personal boundaries, (5) have a sense of personal honor. Meanwhile, being honest, self-disciplined, and knowing one's own abilities are part of respecting yourself. The abilities mentioned above are some of the soft skills abilities. Soft skills include interpersonal skills and intrapersonal skills that are needed in the world of work. This is because individuals can develop and maximize their abilities at work. Because someone with good soft skills has advantages in being innovative and creative, honest,

disciplined, committed, networking, self-marketing, and motivation, leadership, communication, problem solving, [5].

Learning management is one of the efforts that teachers can make to create good and effective teaching and learning atmosphere. Among them [6] In this study, it was explained that various problems in learning might occur. This includes the success of teachers in conducting classroom management. Good class management can affect the character of students [7]. This opinion is reinforced by [8], Class management has a significant effect on students' motivation and learning achievement simultaneously and there is a significant positive influence on student learning achievement partially. Furthermore, one of the forms of classroom management that teachers can do is to develop teaching materials according to the needs of students. The development of modules or teaching materials must be thematic because the applicable curriculum is the 2013 curriculum. The smart aspect will make it easier for students to learn the module. Several previous studies related to the thematic module based on smart soft skills showed the module was feasible and interesting, such as research conducted by [6] explained that The implementation of appropriate and interesting modules in learning can improve the soft skills of students.

2 Method

The research design is Research and Development (R&D). Research and Development (R&D) is a research method used to produce certain products and test their effectiveness of these products [7]. The product produced in this research is the thematic module for grade 3 elementary school. Thematic module development is prepared and developed based on smart soft skills. This development research uses a development procedure that refers to the Borg & Gall development model which consists of ten steps including (1) research and data collection (research and information collecting), (2) planning (planning), (3) product draft development (develop a preliminary form of product), (4) field testing (preliminary field testing), (5) refinement of the initial product (main product revision), (6) field testing (main field testing), (7) perfecting the product resulting from the field test (operational product revision), (8) field testing (operational field testing), (9) final product revision, and (10) dissemination and implementation [8]. Data analysis was carried out by following the instructions in the manual of each data collection instrument. Quantitative data can be analyzed using statistics.

3 Research Result

3.1 Need for Thematic Learning Management Based on Smart Soft Skills Module.

Based on the results of observations and interviews, it was found that the learning carried out by the teacher mostly still emphasized hard skills. Learning does not occur in a balanced process of transforming hard skills and soft skills. The lesson plan does not contain soft skills that must be mastered by students. According to [9] writes that what brings or keeps people in success is 80% determined by their soft skills and 20% by their hard skills. This is reinforced by [10] that School Culture is very influential on the improvement of students' Soft Skills. So it is necessary to use alternative teaching materials as a means to increase student involvement in the thematic learning process. Teaching materials are an important part of the learning process. Modules which are print-based teaching materials containing one topic can be used as

independent learning resources for students without being centered on teacher guidance.[1] Meanwhile, according to [10] Module teaching materials are packaged systematically and contain a set of learning experiences designed to help students master the material independently. But in reality the teaching materials owned by schools are only in the form of textbooks (student books). Schools do not yet have soft skills-based teaching materials for students. The analysis of the need for soft skills-based teaching materials is in accordance with research from [11] about the development of soft skills-based textbooks with the results of research on soft skills-based character textbooks when applied to elementary school students getting good grades. Therefore, handbooks for students on soft skills-based ones need to be developed, especially for grade III students. Study [12] about the development of soft skills-oriented teaching materials. The results of the study show that the soft skills aspect greatly determines one's success [13]. Someone who has good soft skills will be more easily accepted in the business world. In the 2013 curriculum, soft skills are included in the core competencies of spiritual and social attitudes. Fostering the soft skills of students is not an easy thing. Through reading materials containing soft skills values, it is hoped that it will open the awareness of students to have good attitudes. To condition soft skills-oriented learning, teachers need a set of teaching materials that can encourage students to master these soft skills optimally. Research from [14] about the development of learning tools to improve soft skills and understanding of concepts. The results show that the problem-based learning device on the salt hydrolysis material developed has valid criteria. Soft skills are one of the skills that need to be developed, so creative and interesting learning tools are needed so that learning becomes more meaningful and student-centered and can instill soft skills in students from an early age. Based on both research and the results of the development of this study, it shows that teachers in carrying out learning require teaching materials in the form of soft skills-based thematic modules to improve the soft skills of grade 3 students.

3.2 Development of thematic learning management based on smart soft skills modules

The development of the smart soft skills module is made to meet the needs of soft skills-based teaching materials. The existence of the module and its use can make students or students able to learn on their own. Learners can learn independently by using modules without the help or presence of a teacher who is usually present in every lesson. This makes students have the skills to explore information and material and develop it independently, not always having to rely on teachers. In the current pandemic, the existence of a smart soft skills module is very necessary because online learning is not able to grow students' soft skills.

The results of the development of thematic learning based on the smart soft skills module are researched from [15] about the development of teaching materials in improving soft skills teaching material prepared by the teacher himself will be more effective if used in learning. This is because in learning the teacher masters the content of the teaching materials that have been made so that they can convey it in an interesting, creative, and adapted to the characteristics of the teacher. student. Besides that, students will feel more happy and interested in learning and working on the practice questions contained in the teaching materials. Learning modules are arranged based on the principles of developing a module, including needs analysis, module design development, implementation, assessment, evaluation and validation, and quality assurance.

Study [16] about the development of English teaching materials. The resulting product consists of four English competencies, namely reading, writing, speaking, and listening. Language competence becomes a reference for developing teaching materials in this development research which focuses on the field of information technology. The structure of

each competency is Topic, Description, warm-up, introduction, presentation, activity, and assessment. Study [17] on the development of project-based teaching materials. The development of thematic learning based on the smart soft skills module contains basic competencies to be achieved, subject matter, and evaluation questions. The smart soft skills module is designed to be easy and attractive to use for students in grade 3.

3.3 Development feasibility management of thematic learning with module based on smart soft skills

Developed modules have been validated by media experts and materials experts. Validation is carried out to test the feasibility of the thematic module based on smart soft skills before being used as teaching material in class 3. The media expert validation instrument contains 4 indicators, with 22 assessment aspects. These indicators include module size indicator, module cover design, module content design, and module completeness. There are 5 (five) indicators assessed which contain 13 questions. The assessment indicators include: self-instruction indicators, self-contained indicators, stand-alone indicators, adaptive indicators, user-friendly indicators

The results of this study are by [18] about the development of science learning tools to strengthen soft skills. The results showed that 82% of students achieved soft skills with strong and very strong categories. Study [19] on the development of PAI teaching materials integrated with soft skills This research resulted in PAI teaching materials that integrate PAI materials with the teacher's character, environment, and soft skills. Integrated PAI Teaching Materials Character, Environment, and Soft skills education that is developed is feasible. The results of the feasibility validation by module experts are 82.50% and material experts are 74%, as well as student responses regarding the attractiveness of modules/teaching materials strongly agree with a score of 82.17%. From the results of the implementation of the use of PAI teaching materials/modules integrated student character, environment, and soft skills

Study [20] in developing practical guides to improve soft skills. Based on the results of the study, it can be concluded that the development of the Guided Inquiry-based Basic Physics 1 Practicum has good quality and is suitable for use in learning with validation results according to the validator team of 88%. Student responses after using the Guided Inquiry-based Basic Physics 1 Practicum Guide were 90% in the good category. The result of the paired t-test, the t value is 9.433, while t table with $df = 158$ is 1.9751 then $t\text{-test} > t\text{ table}$ or $9.433 > 1.9751$. In addition, the value of sig 2 tailed is 0.00 with a significance level of 0.05 or 5%, then $\text{sig count} < 0.05$. Because $t\text{ count} > t\text{ table}$ and $\text{sig count} < 0.05$, then H_0 is rejected and H_a is accepted. This means that there is the effectiveness of thematic modules based on smart soft skills theme 4 Duties and Rights to improve the learning outcomes of grade 3 elementary school students.

N-Gain Test

The normalized gain test (N-Gain) was carried out to determine the increase in students' understanding after being given treatment, namely the use of thematic modules based on smart soft skills. N-Gain is a comparison of the actual gain score with the maximum gain score. The results of the N-Gain test on the data from the wide-field test are as follows. The results of the N-Gain test calculation results obtained in the experimental class the N-Gain value of 0.6608 with moderate criteria with a percentage of 66.08 which was interpreted in the category of being quite effective. This means that the use of thematic modules based on smart soft skills is quite effective in increasing the learning outcomes of grade 3 elementary school students on a large scale. The control class obtained an N-Gain value of 0.3329 which was interpreted in the medium category with a percentage of 31.42 which was interpreted in the ineffective category. To measure the level of effectiveness of the thematic module based on smart soft skills in a

wide field test, in addition to the test, it is also strengthened by the results of the observations of parents and guardians on students' soft skills. Observation of students' soft skills by parents/guardians aims to see the reality of students' soft skills while at home. The result is that 83% of 100 students have good soft skills.

The results of the research above are by the research [21], The results of the study show the importance of using teaching materials and media as evidenced by the results of the comparison of the 2 teaching materials that are pedagogically equivalent in terms of the theoretical knowledge gained. It is proven that users of video-based teaching materials demonstrate far superior skills. Previous research is research [22]. about the effectiveness of the development of textbooks. Furthermore, the use of teaching materials is also very much needed by the teacher to help the teacher convey the material, this opinion is by the results of the study [23] which found that Teachers need teaching materials as a source of learning that can be developed by teachers as facilitators in teaching and learning activities. This is also reinforced by [24] The learning process carried out by the teacher will run more optimally if it maximizes all teaching materials that support students.

4 Conclusion

Based on the results of the research and discussion, it can be concluded that the management of thematic learning with planning, process, and evaluation based on the smart soft skill module is feasible to use for learning in grade 3 in improving soft skill abilities based on the validation results from media experts and material experts. The results of media validation are 3.36 with very good criteria, while the results of material expert validation are 3.17 with very good criteria. The thematic module based on smart soft skills that were developed effectively is proven by the acquisition of a gain calculation result of 66.08 This means that the use of the thematic module based on smart soft skills is effective enough to be used to improve student learning outcomes in grade 3 Elementary School theme 4 on a wide scale.

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