



Analysis of the Need for Developing an Ethno Project Based Teaching Module to Increase Student Creativity Based on the Pancasila Profile

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ABSTRACT

The teaching module is a learning plan for implementing an independent curriculum in facilitating the student learning process, which is the basis for proposing to describe the needs analysis of the EPB teaching module. This study aims to describe the needs analysis of EPB module development to improve the creativity of Restumuning Vocational School students by data reduction, data presentation, triangulation with Pancasila Profile literature. The research subjects were (i) 2 judges; (ii) 1 teacher and 5 students; and (iii) 21 students. Data sources were questionnaires, secondary data of learning analysis of Hospitality Basics. Relevant data analysis techniques show that the EPB module is needed by teachers and students as an effort to overcome learning process problems

INTRODUCTION

The introduction of education at primary, secondary and tertiary education levels is currently orientated towards independent learning through the implementation of a self-directed curriculum. The learning process in the technical independent curriculum is based on students' needs to apply differentiated learning and achieve predetermined learning outcomes. At the primary and secondary levels, this effort is implemented in a structured and systematic manner through mobilised school programmes which include mobilised teacher programmes, mobilised practice teachers, mobilised experienced teachers, mobilised facilitators and several other programmes (Daga, 2021; Kusumah and Alawiyah, 2021; Mansyur, 2021). , 2021; Mansyur, 2021). The Hospitality Foundation of SMK Restuming teachers in Tabanan Regency Baturit Province Bali namely Ni Putu Della A, S.Tr.Par and Mr. Ni Putu Della A, S.Tr.Par. I Made Arta Sedana, S.Tr.Par admitted that they are still constrained by the independent curriculum in the applied education process. These obstacles include mastering digital technology as an independent curriculum standard and understanding the interrelationship of several key components of the independent curriculum, namely CP (Learning Outcome), TP (Learning Objectives), ATP (Learning Objective Stream) and learning modules that reflect the profile of the student's Pancasila-based learning process. Operationally in the learning process in the classroom, the teaching module is a very important component to realise students' learning activities. This teaching module can be in the form of a number of media tools or facilities, methods, instructions, and learning guidelines that are systematically designed and attractive. This teaching module aims to: (i) develop teaching tools that guide educators to carry out learning; (ii) facilitate, facilitate, and improve the quality of learning; (iii) become a reference for teachers in carrying out learning activities; and (iv) become a framework that describes the procedure and organisation of learning according to learning outcomes. In simple terms, the teaching module is similar to the lesson plan in the previous curriculum, but in the teaching module there are components that are more complete than the lesson plan or called RPP Plus (4). Based on the results of the interview, making learning modules that facilitate the learning process of Hospitality Basics is an urgent obstacle to be controlled. Learning modules are functionally a very important part of the implementation of student learning in classroom learning. This learning module can be in the form of various tools or media, methods, instructions and study guides that are systematically designed and attractive. The objectives of this teaching module are: (i) to develop learning tools to guide teachers in their learning; (ii) to simplify, accelerate and improve learning; (iii) to be a reference for teachers when conducting learning activities; and (iv) to be a framework that describes the procedures and implementation of learning in accordance with learning outcomes. In simple terms, the teaching module is similar to the previous curriculum lesson plan, but the learning module has more comprehensive components than the lesson plan or commonly called RPP Plus (Kemdikbud, 2022).

LITERATURE REVIEW

Local wisdom and innovative learning can be applied in stages to create meaningful learning and achieve learning outcomes in the form of learning activities in the module (Ramlah and Arsyad, 2022; Roesmawati et al., 2022). One form of such effort is the ethnoproject-based teaching module (EPB). This teaching module combines local wisdom with a project-based learning model. Ethnicity is a community or social group in a particular social or cultural system that has meaning because of its origin, customs, religion, language, and others. (Ginting, 2022; Kurniawan and Fatmawati, 2019). Project-based learning is learning that provides opportunities for students to carry out learning activities by conducting collaborative projects to produce products (Basilotta Gómez-Pablos et al., 2017; Choi et al., 2019). Learning with a project-based learning model can provide optimal learning outcomes in the form of advanced thinking skills (Eliyasni et al., 2019), learning motivation (Kuo et al., 2019; Wu and Wu, 2020), innovative observation. . . (Barak and Yuan, 2021), critical thinking (Sasson et al., 2018) and creativity (Barak and Yuan, 2021; Kuo et al., 2019; Wu and Wu, 2020; Yustina et al., 2020). Project-based learning can also be integrated into STEM to enhance students' creativity (Siew and Ambo, 2018). In addition, project-based learning combined with Lesson Study can improve student creativity (Suryanto et al., 2019). Project-based learning on learning modules can also increase student creativity (Diarini and Winangun, 2022). Based on the empirical evidence above, project-based learning produces more dominant learning outcomes in improving student creativity. The project learning process is implemented through six stages, namely: (i) problem identification; ii) preparation of a project plan; iii) preparation of a project schedule; iv) project implementation and monitoring; v) test results (project presentation); and (vi) integration of evaluation and reflection (Chabibie, 2020) and local wisdom (ethno) are expected to be able to build students' knowledge meaningfully, especially in basic learning. This is because the application of project-based learning, especially tourist sites in a particular area, provides students with meaningful experiences and research to understand, appreciate and love various local wisdom. This activity can increase student creativity, which is an activity, idea or product that can change what already exists into something new (Csikszentmihalyi, 1997). In addition, the learning process through the project-based teaching module will have a positive impact on the tourism industry and Balinese culture in the future. This is because the projects designed by students can explore various tourist and cultural attractions that exist in the environment. This form of research is published by students on their various social media accounts. This is a tangible manifestation of student activeness in the implementation of an independent curriculum. These advantages, and as an impact of education through the learning process, viewed from the aspect of social life of the community, and seen from the possibilities of real action in the application of an independent curriculum, are the basis for exposure. . of basic research. developing ethno-project based teaching modules to produce valid, practical and effective learning modules for learning the basics of hospitality at SMK Restuming, Baturit District, Tabanan Regency, Bali Province

METHODOLOGY

This type of research is descriptive, with the aim of describing the needs analysis of EPB development of project-based learning modules to improve the creativity of Restumuning Tourism Vocational School students. This research was attended by 49 class X students and 4 culinary education teachers. The data sources of this research are primary data using questionnaire administration techniques and secondary data from the analysis of the independent curriculum. The data analysis technique of this research was carried out through data reduction, presentation and triangulation based on some relevant literature.

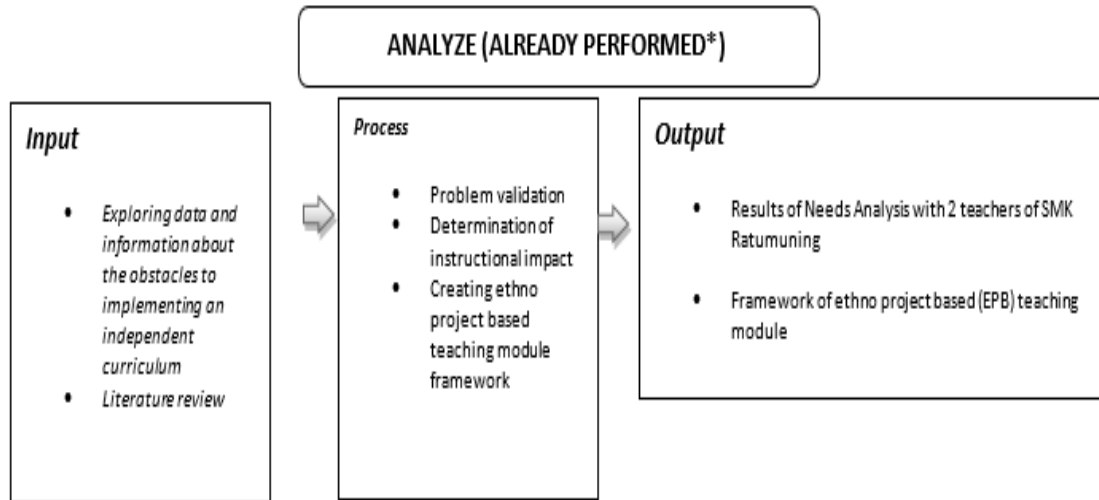


Figure 1. Analyze

RESULTS AND DISCUSSION

Questionnaire for analysis of development needs for the development of an ethno project based teaching module to increase student creativity based Profile of Pancasila at Restumuning Vocational School given to teachers and students as potential users of the teaching module. The results of this needs analysis questionnaire describe current learning problems related to teaching modules and the urgency of developing an ethno project based teaching module based Pancasila Profile . The results of the questionnaire distributed are presented according to Table 1.

Table 1. Recapitulation of Questionnaire for Analysis of Needs for Project Based Teaching Module Development

No	Description	Student Response	Teacher Response
1	Difficulty in learning Culinary Basics	Difficulty learning <ul style="list-style-type: none"> No (93.2%) Difficulty (6.8%) 	Teaching Difficulties <ul style="list-style-type: none"> No (50.0%) Difficulty (50.0%)
2	Learning resources used by teachers	<ul style="list-style-type: none"> Textbooks (25.6%) Textbooks (17.4%) Teaching modules (19.8%) Internet search results (37.2%) 	<ul style="list-style-type: none"> Textbooks (42.8%) Textbooks (14.3%) Teaching modules (28.6%) Internet search results (14.3%)
3	Developing creativity through learning resources	<ul style="list-style-type: none"> Capable (94.9%) Quite capable (5.1%) 	Capable, but not optimal (100.0%)

5	Obstacles to learning with this method	Learning Obstacles <ul style="list-style-type: none"> • No problems (93.2%) • Phone memory full (3.4%) • The teacher's explanation is not optimal (1.7%) • Many tasks (1.7%) 	Teaching Obstacles <ul style="list-style-type: none"> • No obstacles(25.0%) • Students get bored when use of lecture method .0%) • Students lack self-confidence (25.0%) • Passive students (25.0%)
6	Learning mode	<ul style="list-style-type: none"> • Offline (84.7%) • Blended (13.6%) • Hybrid (1.7%) 	<ul style="list-style-type: none"> • Offline (75.0%) • Blended (25.0%) • Hybrid (0.0%)
7	Obstacles to learning with this mode	<ul style="list-style-type: none"> • None (94.9%) • Difficulty understanding the material (1.7%) • Cellphone memory fills up quickly (3.4%) 	<ul style="list-style-type: none"> • None (50.0%) • Students lack self-confidence (25.0%) • Not all students are active (25.0%)
8	of Hospitality Basics material	<ul style="list-style-type: none"> • Very good (10.2%) • Good (8.5%) • Fairly good (79.7%) 	<ul style="list-style-type: none"> • Very good (0.0%) • Good (50.0%) • Fairly good (50.0%)
9	of Hospitality Basics	<ul style="list-style-type: none"> • Increase practice (33.9%) • Video assisted learning process (32.2%) • Learning should not be memorized (3.4%) • Learning should not be lectures (3.4%) • None (11.7%) 	<ul style="list-style-type: none"> •Need for teaching modules (25.0%) •Learning refers to previous textbooks (25.0%) •There are changes to some materials (25.0%) •None (25.0%)
10	Have you ever seen/heard the term teaching module?	<ul style="list-style-type: none"> • Never (50.8%) • Never (49.2%) 	Never (100.0%)
11	Learning impressions when using the Teaching Module	<ul style="list-style-type: none"> • could be better (96.6%) • (3.4%) 	Learning goes well and is organized (100.0%)
1	Urgency ethno project	89.8%)	Increased student activity (25.0%)
2	based teaching module on the Basics of Hospitality subject	don't know (10.2%)	Increase in basic kitchen knowledge (75.0%)

Based on the table above, there are 1 or 2 findings in the analysis of ethno development needs project based teaching module . (i) Some teachers in the culinary science field (50%) experience difficulties in carrying out the learning process, while students do not experience significant difficulties in the learning process. The difficulty of this learning lies in the administrative aspect of planning, not the implementation of learning. (ii) The learning resources currently used in the learning process are dominated by the use of textbooks and textbooks (according to students: 25.6% and 17.4%; according to teachers 42.8% and 14.3%) which serve as learning references when implementing the 2013 curriculum as well as additional learning resources through internet searches (according to students 37.2%; according to teachers 14.3%). Regarding teaching

modules that were developed along with the implementation of the independent curriculum, they contributed 19.8% according to students and 28.6% according to teachers in facilitating the learning process. This shows that the teaching module has not been able to be developed and implemented optimally to facilitate the learning process of Hospitality Basics . (iii) Judging from efforts to develop creativity, the learning resources currently used have been able to develop creativity but are not yet optimal. Therefore, learning techniques are needed that trigger the maximum development of student creativity.

The next finding is closely related to the learning process. (iv) From the student's perspective, it turns out that teachers often apply project-based learning methods (28.3%). From the teacher's perspective, it turns out that the learning that had taken place previously was not project based (0.0%). (v) Judging from the learning obstacles with the methods applied by the teacher, students stated that the learning process went well without significant obstacles (93.2%) but from the teacher's perspective, it turned out that there were obstacles experienced in the form of students feeling bored, lacking self-confidence, and passive (75%). (vi) In the learning mode aspect, both teachers and students stated that the learning process was dominated by offline mode (according to students 84.7%; according to teachers 75%). (vii) Regarding obstacles in this learning mode, students stated that they did not experience significant obstacles (94.9%) and teachers stated that there were obstacles in the form of students' lack of self-confidence and inactivity (all students 50%). (viii) When viewed from the level of understanding in the Culinary Basics material, according to students and teachers, it is in the quite good category (79.7% and 50.0%). This is what requires suggestions for improvement to improve the quality of the learning process. (ix) Suggestions for improving learning from students, namely increasing practice (33.9%) and video-assisted learning (32.2%), as well as suggestions from teachers that teaching modules are needed (25%).

Regarding the response of teachers and students if the learning process is facilitated with a project based teaching module, it is described as follows. (x) Some students are new to the term teaching module (50.8%) while all teachers are familiar with the term teaching module (100%). (xi) If the learning process is carried out with the facilitation of teaching modules, according to students and teachers, learning will run better and more orderly (96.6% and 100%). (xii) If the teaching module basis is implemented with project-based learning, students and teachers agree (94.4% and 100%). (xiii) Judging from the urgency of developing a project based teaching module in the Culinary Basics subject, according to students there is urgency (89.9%) and teachers are very urgent in improving basic kitchen knowledge (75%) and increasing activeness (25%).

According to the description of the results of the needs analysis, it appears that teachers experience problems in implementing the independent curriculum, namely related to teaching modules to facilitate the student learning process. These problems are: (i) teachers have not been maximal in socializing teaching modules so that only some students know the term teaching module; (ii) sources in teaching modules are still based on textbooks or textbooks during the implementation of the 2013 curriculum; (iii) efforts to increase creativity in

learning have not been maximized; (iv) lack of self-confidence so that students are passive in learning; and (v) the learning process carried out in an applicative manner is not based on projects so that it has not been able to increase students' understanding, skills and creativity to the maximum. This problem occurs because schools have not been able to implement learning according to the independent curriculum optimally because the teaching modules as the spearhead of the learning process are still in the development stage but can be implemented immediately (Soleh, 2022) .

The results of this needs analysis show that efforts are needed to improve the quality of Culinary Basics learning through the development of teaching modules that are oriented towards the student learning process, namely project-based to increase creativity. This teaching module is conceptually called a project based teaching module . The development of this teaching module is expected to be able to facilitate student learning better through (i) introduction problem ; (ii) designing planning project ; (iii) preparation timetable project ; (iv) implementation and project monitoring ; (v) test results (presentation project) ; and (vi) evaluation And reflection (Chabibie, 2020) . The project based learning model which concretely shows student performance in completing projects is expected to increase student creativity in their work.

Teaching modules and project-based learning processes (ethno project based learning) which is closely related to this research has been proven in several studies in the last five years. The results related to teaching modules and project based learning , namely being able to foster students' scientific creativity (Siew & Ambo, 2018) , increasing student achievement (Masrucha et al., 2021; Winatha & Abubakar, 2018) , increasing interest entrepreneurship and creativity Study (Suryanto et al., 2019) , increasing results Study (Dewi & Lestari, 2020; Diarini et al., 2020; Rahayu & Sukardi, 2020; Suryanto et al., 2019) , improve critical thinking skills (Diarini et al., 2020) , and develop creativity , skills solve problems , and think critical (Cruz & Rivera, 2022) .

Apart from the findings according to the needs analysis, other information was obtained that the teaching module used in the Culinary Basics subject is currently still in the development process and is being implemented directly by teachers. Therefore, some students are familiar with the teaching module even though they do not understand the technical details of its use, while other students are not yet familiar with the teaching module. The obstacles experienced by teachers in designing modules are combining teaching materials with the needs of the world of work, sources of teaching materials that are less varied, and teachers' lack of understanding about teaching modules in the independent curriculum. However, the teacher has attempted to create a draft teaching module plan in implementing the Independent Curriculum for the Basics of Hospitality subject.

Teaching module planning framework or draft becomes a reference for developing project based teaching modules so that they can be applied to several subsequent learning processes. Apart from that, the development of the ethno project based teaching module structure is also based on references or pocket books for the development of teaching modules in the independent curriculum. The structure is designed to facilitate the development process ethno The project based teaching module is presented in the following table.

Table 2. Project Based Teaching Module Structure

No	Main component	Sub Component	Description
1	General information	<ul style="list-style-type: none"> • Module identity • Initial competency • Pancasila student profile • Facilities and infrastructure • Target students • Learning modes and models • Availability of materials • Keywords • Learning preparation 	<ul style="list-style-type: none"> • Describes in general the learning process that will be carried out, presents the main topics that will be discussed, and maps out learning preparations. • This information shows coherence between the expected competencies, the implementation process, and the type of assessment carried out.
2	Core Components	<ul style="list-style-type: none"> • Learning objectives • Meaningful understanding • Igniter question • Learning Activities • Learning assessment • Assignment • Reflections of students and educators 	<ul style="list-style-type: none"> • Describes learning techniques in detail and comprehensively. • Presenting learning activities with a project based learning model . • Presents student and educator reflections at the end of the core components as an effort to continuously improve learning.
3	Attachment	<ul style="list-style-type: none"> • LKPD • Enrichment and remedial • Reading materials for educators and students • bibliography 	<ul style="list-style-type: none"> • Displays various tools to support the implementation of the learning process and evaluation. • Shows the form of the project based learning process .

Based on the Module Planning Framework

In accordance with the description above, the ethno project based teaching module in learning Hospitality Basics in housekeeping and public area material has a project based teaching module structure , which is developed with a pre-designed module code and time allocation . Once this teaching module is developed, it will be introduced into the teaching process to test the expected teaching effect, namely students' superior creativity. This means that the Hospitality Basics learning process can run well if it is facilitated with the ethno-project teaching module . The advantages of this module in facilitating the learning process can be seen in the components that make up the module according to BSKAP references, namely: (i) attractive cover design; (ii) complete identity including teacher's name, basic skills, learning materials, time allocation, facilities and infrastructure, Pancasila student profile, stages, learning models,

learning methods, learning objectives, topics, significant understanding and topics raised; (iii) learning activities at each meeting through a project-based learning model and displaying local wisdom according to the material; (iv) comprehensive assessment including diagnostic, formative, and summative tests; (v) teacher and student reflection as a learning guide; and (vi) attachments containing study materials, LKPD or worksheets, practical assessment forms, reading lists and glossaries (preparatory group, 2022). Several module developments that have been implemented so far to support the implementation of the independent curriculum have three main components, namely: (i) general knowledge which includes school identity, core skills, Pancasila student profiles, target students, infrastructure and learning. model; ii) main component learning objectives; meaningful understanding, raising questions, learning activities, assessment, as well as problem solving and enrichment; and (iii) attachments containing study materials and student worksheets (Diarini and Winangun, 2022; Maulinda, 2022; Rahimah, 2022). Although the structure is slightly different from ethno-project based teaching modules, the most important and typical components of independent curriculum teaching modules are meaningful understanding, trigger questions, and worksheets (Setiawan et al., 2022). In terms of learning, the ethno-project teaching module brings together project-based learning models and local wisdom related to learning material. This integration is in accordance with Article 16 paragraph (2) Mandate of Minister of Education and Culture Number 16 of 2022 which explains that gender, culture, regional language, religion or belief, characteristics and needs can be taken into account in the implementation of learning. about students. Apart from that, learning processes that are integrated with local culture or wisdom produce positive results in efforts to improve the quality of learning, including strengthening character (Rispan, 2019), increasing creative thinking abilities (Nurhikmayati and Sunendar, 2020; Sumarni and Kadarwati, 2020) and independent learning (Nurhikmayati and Sunendar, 2020), encouraging the strengthening of learning outcomes which include vision, character and skills (Pernantah et al., 2022), improving learning outcomes (Muzdalifah et al., 2023), increasing critical thinking. . (Irhasyuarna et al., 2022; Ramdani et al., 2021; Sumarni and Kadarwati, 2020), improving attitudes, motivation and understanding of learning material (Sudirman et al., 2020), improving problem-solving abilities and communication skills (Fadli). and Kadarwati, 2020). Irwanto, 2020), increasing environmental literacy (Ilhami et al., 2019) and increasing social knowledge and attitudes (Uge et al., 2019). On the other hand, a learning process that combines local wisdom can be implemented using a project-based learning model (Muzdalifah et al., 2023; Pernantah et al., 2022; Sumarni and Kadarwati, 2020). Project-based learning is learning that provides opportunities for students to carry out learning activities by carrying out collaborative projects to produce products (Basilotta Gómez-Pablos et al., 2017; Choi et al., 2019). The advantages of this model are that it trains students to hypothesize when solving problems, trains critical and contextual thinking, and trains students in making decisions (Murniarti, 2017). Likewise, other benefits include learning motivation, creativity, academic abilities, communication skills, problem solving and creating a pleasant learning

environment (Dewi, 2022). Based on the explanation above, the project-based learning model is a model that is integrated with local wisdom and is proven to increase student creativity (Nurhikmayati and Sunendar, 2020; Sumarni and Kadarwati, 2020). In this research, the teaching module is ethno-based. The resulting projects also proved to be quite effective in increasing student creativity. Signs of this efficiency can be seen in all aspects of creativity, namely fluidity, flexibility, originality and completion. However, the application of the project based learning module in this research still focuses on TP 03 (learning objective 03) on learning the basics of hospitality with management material and public areas before carrying out design experiments.

CONCLUSIONS AND RECOMMENDATIONS

The current teaching modules are learning modules developed by Restumuning Vocational School teachers and are directly used in implementing learning according to the independent curriculum. Therefore, there are several obstacles in its development and implementation, namely (i) teachers are not optimal in socializing the learning module so that only a few students know the term teaching module; (ii) the source of learning modules was still based on textbooks or textbooks during the implementation of the 2013 curriculum, therefore it was necessary to map learning materials according to the needs of the independent curriculum; (iii) lack of self-confidence so that students are passive in learning; and (iv) the learning implemented is not project-based so it fails to maximize students' understanding, skills and creativity. This problem has become urgent for the development of project-based learning modules to increase student creativity at Restumuning Vocational School. This learning module is based on the implementation of a learning project consisting of 8 materials in basic subjects hospitality odd semester. The planned learning module is structured in the form of general information, main components and attachments according to the pocket book to develop an independent curriculum teaching module. Based on the results of the needs analysis, further actions are recommended as a consequence of the results of this research. These activities include: (i) creating project-based learning modules (plans); (ii) developing project-based teaching modules to facilitate student learning processes; and (ii) test the effectiveness of implementing project-based teaching modules in accordance with the expected learning effects.

FURTHER STUDY

This research still has limitations, so it is necessary to carry out further research related to the topic of Analysis of the Need for Developing an Ethno Project Based Teaching Module to Increase Student Creativity Based on the Pancasila Profile in order to improve this research and add insight to readers.

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