# The Needs Analysis of Emodule for Learning Evaluation Courses According to the Independent Curriculum Integrating Islamic Values

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**Abstract**. Things that lecturers must prepare for evaluating learning in lectures are RPS, teaching materials and assessment instruments. Lectures really need teaching materials that can support the lecture process. In accordance with current technological developments, electronic modules are needed that are in accordance with the independent curriculum. In addition, to instill religious values in students, the modules developed need to be integrated with Islamic science values. The aim of this research is to analyze the need for learning evaluation course emodules according to the independent curriculum integrating Islamic values of science. This research was conducted by conducting a literature study, interviews with lecturers in charge of the Learning Evaluation course, and distributing questionnaires regarding the need for teaching materials for the Learning Evaluation course. As a result, lecturers have made RPS and used media in learning, but have not included the independent curriculum as the newest curriculum. Apart from that, media that is more interesting for students is in the form of e-modules which contain material equipped with videos and attractive displays. In accordance with the West Sumatra government's policy regarding guidelines for religious values, because the majority of the population is Muslim, it is certainly necessary to include Islamic values in the electronic module. Therefore, it is necessary to develop a Learning Evaluation course emodule according to the independent curriculum that integrates Islamic values.

**Key words:** Learning Evaluation, E-Module, Independent Curriculum, Islamic Values of Science

## 1. Introduction

Evaluation is an important and inseparable stage in the learning system. Improving the quality of education will be seen from the evaluation results obtained by students. Of course, a good evaluation system is needed and in accordance with evaluation principles such as valid, fair, objective, comprehensive, and transparent. A good evaluation system will provide an overview of the quality of learning, so that the results of the evaluation will help teachers in designing strategies and teaching materials that will be used in learning (Yuni Pantiwati, 2016). The implementation of a good evaluation is also influenced by the evaluator. Teachers as evaluators in learning must also have the competence to provide good and unbiased evaluations (Ifeoma, 2022) So early on a teacher must be equipped with knowledge and experience regarding learning evaluation.

Mahmud Yunus Batusangkar State Islamic University is one of the tertiary institutions whose output will produce professional teaching staff, especially in the Faculty of Tarbiyah and Teacher Training. To provide maximum knowledge and experience to prospective teacher students, it is the duty of a lecturer to carry out lectures well. In designing a good lecture, the

lecturer must prepare lecture tools that are able to support the learning process. One thing that lecturers must prepare is RPS (Lesson Plan), teaching materials and assessment instruments. RPS is a lecture plan document created by lecturers in accordance with the curriculum concept so that graduates are produced who have the abilities according to the specified learning achievements (Junaidi et al., 2020). Based on observations and interviews with all Evaluation lecturers at Faculty of Tarbiyah and Teacher Training, information was obtained that each study program already has RPS as a lecture guide, but not all lecturers have teaching materials in the form of modules that can help students understand the Learning Evaluation material.

A module is an independent learning package that includes a series of learning experiences that are systematically planned and designed to help students achieve learning goals (Mulyasa, 2010). A module can also be interpreted as a set of teaching materials that are presented systematically so that users can learn with or without a facilitator, who is able to explain things in language that is easily accepted by students according to their level of knowledge and age (Depdiknas, 2006). With the modules in the learning evaluation course, it will help students understand the evaluation material easily and in a structured manner, besides that they can also be studied independently at home.

Currently, technological advances have also penetrated rapidly into the world of education. Technology has helped a lot in the learning process to make it easier to achieve learning goals. Many of the learning resources used are electronic, which can be accessed anywhere and at any time. Moreover, based on interviews with students, they all already have cellphones, which can access many learning resources. So, it would be very supportive if electronic learning tools such as e-modules were developed, which could then be accessed by students easily, and could be studied repeatedly.

An e-module is a systematic, electronically presented teaching material consisting of units that can be used independently to achieve learning objectives. E-modules contain animation, audio, and navigation, making users more interactive with the program (Sugianto et al., 2017). According to Widiana et al. (Widiana & Rosy, 2021), is that e-modules are a compilation of materials used as teaching materials for students to use effectively and efficiently independently. They contain useful guidelines for independent and individual learning. This means that students can carry out their teaching and learning activities independently without guidance from educators.

In schools now implementing the Independent Learning curriculum which gives students the opportunity to learn in a calm, relaxed, fun, stress-free and pressure-free manner, to show their natural talents. Independent learning focuses on freedom and creative thinking (Rahayu et al., 2022). The Merdeka Curriculum focuses on essential content so that students have enough time to explore concepts and strengthen competencies. The principle thing in the independent curriculum is the emergence of the concept of the Pancasila Student Profile, which has six dimensions, namely (1) Faith, devotion to God Almighty and noble character; (2) Global diversity; (3) Working together; (4) Creative; (5) Critical reasoning and (6) Independence. So all forms of activities or learning in the independent curriculum aim at achieving the Pancasila Student Profile. To achieve the Pancasila Student Profile, 4 approaches can be carried out, namely (1) School Culture; (2) Extracurricular; (3) Intracurricular; and (4) Project for Strengthening the Profile of Pancasila Students.

Changes in the curriculum will certainly also change the way students' learning outcomes are assessed. In the independent learning curriculum, the evaluations carried out are diagnostic evaluation, formative evaluation and summative evaluation, each of these

evaluations has its own strategy for assessing learning progress. Besides that, in the Independent Curriculum, learning outcomes are assessed not only based on tests or exams, but also by observing student performance and evaluating the projects or assignments they carry out. Assessments take place on an ongoing basis, focusing on developing student potential and providing feedback to motivate students to continue learning. The ultimate goal of assessing learning outcomes is to help students obtain the competencies they need and prepare them to face the real world (Anggraena et al., 2022).

In preparing students to understand the evaluation carried out in the independent learning curriculum, provision in Learning Evaluation courses is very necessary. Learning tools such as RPS, e-modules and assessment instruments used in evaluation courses must be in line with the curriculum currently developing in schools. RPS Learning Evaluation Courses must be developed based on evaluations in the independent curriculum, such as learning outcomes must be based on learning evaluations in the independent curriculum, likewise in the e-module that will be developed there is material on the types of evaluation applied in the independent curriculum, e-modules will provide students with experience on how to plan, implement and report evaluation results according to the independent curriculum. So that by studying this learning evaluation course students will have adequate competence when they are involved in the world of education later.

UIN Mahmud Yunus Batusangkar has an integrative and interconnective vision in science. So to achieve this vision, the lecture process requires integration with other knowledge that can broaden students' horizons, one of which is linking learning material with Islamic values, namely the Koran and Hadith. So apart from students understanding the learning evaluation lecture material in accordance with the independent learning curriculum, e-modules are also equipped with Islamic values in the form of integration of Al-Quran verses and hadiths related to the material. So that students are not only equipped with the concept of evaluation but also instill a religious attitude. This is in line with research by Artha Nesa Chandra, et al (Chandra & Lizelwati, 2022) which states that learning linked to the values of the Quran can increase students' belief in the greatness of Allah, and make students motivated to learn.

Research conducted by Rohmad Febrianto (Febrianto & Puspitaningsih, 2020) stated that the learning evaluation module developed using the ADDIE model design is quite suitable as a supporting medium for the lecture process and can accommodate students' difficulties in finding references for evaluation courses. In this study, the researcher also suggested that electronic evaluation teaching media be developed because students often use technology-based media. Electronic media is also widely used because it is more interesting for students (Fonda & Sumargiyani, 2018; Seruni et al., 2019)

## 2. Method

This study used a qualitative method focused on analyzing the needs of an electronic module for the Learning Evaluation course in accordance with the Independent Curriculum Integrated with Islamic Values. The subjects were fifth-semester Physics and Biology students at Mahmud Yunus State Islamic University, Batusangkar, Physics Education students at PGRI University, West Sumatra, and Science Education students at Imam Bonjol State Islamic University, Padang. The total number of students was 53. The research data was obtained by conducting interviews with Learning Evaluation lecturers at the three universities mentioned above. In addition, observations were also conducted and questionnaires were distributed to

students taking the Learning Evaluation course. The interviews were conducted to obtain information regarding the needs of the Learning Evaluation course.

## 3. Result and Discussion

The first step in conducting this research is the analysis stage by analyzing existing problems/gaps. Interviews were conducted with lecturers who taught Evaluation courses at three universities, namely UIN Mahmud Yunus Batusangkar, UIN Iman Bonjol Padang, and Universitas PGRI West Sumatra. Based on these interviews, information was obtained that lecturers had made RPS Evaluations but there were still very few who linked them to the independent curriculum, which is the newest curriculum at the moment. Curriculum changes can of course indirectly change the technicalities of making evaluations. Judging from the media used, power point is the most frequently used media and some use video. The learning resources used come from books, worksheets and simple modules in the form of material summaries that have not been linked to assessments in the independent curriculum. This has not been able to attract students' interest in learning because they are more interested in learning videos that can be played back.

To foster students' religious attitudes, it is very necessary to integrate religious values into learning. Based on interviews with lecturers, some lecturers have integrated lecture material with Islamic values such as relating verses from the Koran, but not always. And there are still lecturers who have not integrated Islamic values into the material in their lectures.

Apart from interviews, questionnaires were also distributed to 53 students from UIN Mahmud Yunus Batusangkar, UIN Imam Bonjol Padang, and UPGRI West Sumatra. To obtain information regarding problems, the indicators for measuring student needs analysis were modified from Devi (Vitrianingsih et al., 2021), namely: (1) response to the independent curriculum at school, (2) learning system used in evaluation lectures, (3) difficulties students in evaluation lectures, (4) media and learning resources used in evaluation lectures.

Based on the response questionnaire, information was obtained that 94% of students were aware of the implementation of the independent curriculum at school but they did not understand its application. For the lecture system implemented so far, 98.1% of students stated that it had been reflected in the RPS given by the lecturer. However, most students admit that this RPS has not been linked to the independent curriculum material that applies at school. Therefore, students really hope that this material really needs to be added to the Learning Evaluation course material, especially the assessment section.

This questionnaire also asks about material that students consider difficult. As a result, the difficult material in the Learning Evaluation course is Reliability analysis (49.1%), Validation analysis (41.5%) and assessment of the independent learning curriculum (41.5%). So, this material needs to receive special attention in Evaluation learning.

The methods used by lecturers for learning are mostly carried out by discussion, practice questions and lectures. The media used in learning is mostly power points (90%), although some are interspersed with handouts, student worksheet and videos with a percentage below 20%. From the characteristics of students, information was obtained that the preferred learning source was electronic media equipped with learning videos. Students' need for electronic modules in learning evaluation courses is strengthened by their agreement when they are offered e-modules as a learning resource.

According to students, it is also very necessary to integrate learning evaluation materials with Islamic values such as Al-Quran verses and hadith. This is because the majority of students come from religious institutions. Apart from that, West Sumatra government

regulations which make religion the foundation of education make integrating Islamic values a necessity. Based on the results of this needs analysis, learning resources are needed in the form of Learning Evaluation course e-modules according to the Independent Curriculum and integrating Islamic values.

## 4. Conclusion

Based on the results of this needs analysis, the following conclusions were obtained: 1) students are familiar with the independent curriculum but do not yet fully understand it, especially in the learning evaluation course; 2) the lecture system can be seen from the RPS which has but still does not include the independent curriculum; 3) Materials that are considered difficult in the learning evaluation course are reliability, validation analysis, and assessment; 4) the media used in learning are mostly in the form of powerpoint, and a few student worksheet, handouts and learning videos. Therefore, learning resources are needed in the form of electronic modules for the Learning Evaluation course according to the Independent Curriculum and integrated with Islamic values.

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