



Development of A Teaching Module on the Material of Constitution and Norms in Society for Grade IV Students Muhammadiyah Elementary School 13 Medan

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ABSTRACT

The problematic phenomenon faced in Civic Education learning at Muhammadiyah 13 Elementary School Medan is the lack of development of teaching modules on the constitution and norms in society. This causes students to experience difficulties in understanding the material, which impacts low active participation and student learning motivation. Therefore, this study aims to develop an effective and interesting teaching module on the constitution and norms in society for fourth grade students. The research method used is Research and Development (R&D) with a 3D development model (Define, Design, Development). This research was conducted at Muhammadiyah 13 Elementary School Medan by involving expert validators to test the validity of the teaching module and responses from teachers and students to measure the practicality of the developed module. The results showed that the developed teaching module met the criteria for very good validity with a percentage of 95% for the language aspect, 96% for the media aspect, and 94% for the material aspect. In addition, the results of the teacher response questionnaire showed a percentage of 96% indicating that the teaching module is very practical to use. Student responses were also very positive, with a practicality percentage reaching 100%. This teaching module has proven effective in improving students' understanding of the constitution and norms in society.

Keywords: Civics, Constitution, Medan, Muhammadiyah 13 Elementary School, Norms, R&D, Teaching Module.

INTRODUCTION

Education and teaching is a process that is carried out consciously for reach A objective. Wrong One objective Which achieved during learning process is with increase knowledge and performance Study students. Students' success in learning is not only influenced by factor intellectual just, will but also by factors non-intellectual others. According to Mulyasa in (Son, Habibi, Chandra, & Zuryanty, 2024) education is essentially a process of maturing the quality of life, namely so that humans can understand the nature and direction life for formation superior personality with emphasize on process maturation quality morals, heart, faith (character) logic, creativity, communication (competence) And culture (lieration), By Because it is needed education that shapes the character of students Which Good And competence Which superior in accordance with direction the builder's ideals nation creating a generation superior 21st century.

With apply education based on projection education century It is hoped that through these 21 principles, students will be able to create an education that will be meaningful for the lives of Indonesians in the future. This means that education can create generations of young people capable of creating new innovations without neglecting their own culture. Simultaneously, education can shape human character with high integrity and uphold Indonesian culture.

Implementation Curriculum Independent shift paradigm, from Which Education, originally centered on teachers, has become centered on students. In this curriculum, students are the pivotal point of education. In its implementation, the government implicitly formulated this curriculum to adapt learning corridors to student characteristics and achievement levels. Kurka (in Nengsih et al., 2024) stated that adapting learning to student characteristics education and level of achievement are very important things crucial. With say other, educator should Enough formulate A single teaching module or lesson plan (RPP) in learning activities, supplemented with appropriate instructions or directions. This means educators don't have to create multiple teaching modules or RPPs to accommodate different learning needs, which would clearly create further bias in the implementation process. Educators must be proactive about curriculum changes.

Teaching modules are learning tools or learning designs. Which based on on curriculum Which applied with purpose for reach out standard competence Which has set. Module teach has a major role in supporting teachers in designing learning. In the preparation of learning tools, the teacher plays an important role, the teacher is honed ability think for can innovate in module teach. By because of that make module teach is competence pedagogy Teacher Which needs to be developed, this is so that teachers' teaching techniques in the classroom are more effective, efficient, and do not deviate from the discussion of achievement indicators (Maulida, 2022).

The independent curriculum gives teachers the freedom to choose, create, use, and develop lesson plan formats. It is important to note that there are three core components to developing a lesson plan: learning objectives, activity learning, And evaluation. Lesson Plan Now known with teaching modules. Teaching modules are learning tools or curriculum-based learning plans aimed at achieving competency standards. Which has in set. Module teach play a role important in Supporting teachers in designing learning. A crucial role in developing learning materials is played by teachers whose thinking skills are honed to enable them to innovate in teaching modules (Salsabilla & Nurhalim, 2024).

The teaching module itself can be said to be an implementation of the Learning Objective Flow (ATP) which is developed from the Learning Outcomes (CP) with the Profile. Students Pancasila as target. Teaching module are structured according to the phase or stage of student development. Learning modules also consider what will be learned, with clear learning objectives. Of course, the basis for their development is also long-term. Teachers also need to understand and understand the concept of learning modules to make the learning process more engaging and meaningful.

According to the Learning and Assessment Guidelines, the main objective of developing teaching modules is to develop teaching tools. Teaching tools function as: For guide educator for operate learning by fulfilling several criteria that meet the needs and characteristics of students. In this context, the Independent Curriculum teaching modules must also be based on the Guidelines. Learning And Assessment

Because dignity from vision And mission The purpose of developing teaching modules is to guide educators in carrying out the learning process. Judging from the components within a teaching module, it's clear that teaching modules are designed by educators to suit the needs of students (Nengsih et al., 2024).

The characteristics of the independent curriculum teaching module are as follows; 1) Essential, namely each subject has a concept through learning experiences and various eye lesson, 2) Interesting, relevant, and challenge that is Teacher can instill student interest and actively involve students in related learning with learning cognitive And experience, so that No too complicated and not too easy for children of the same age, 3) Relevant and contextual, namely related to cognitive elements and experiences previously obtained and appropriate to the conditions of the time and place where the student is, and 4) Continuous, namely learning intensified in accordance with level learning student (phase 1, phase 2, phase 3) (Salsabilla & Nurhalim, 2024).

One of the hopes for Indonesia today lies in the education system. So that get education Which Good And create generation future gold, the success of students depends on how each student acquires the knowledge they gain during learning at school.

However, the reality on the ground is currently far from what is expected. Monotonous, teacher-centered learning activities cause students to become bored, lazy, and unmotivated. They lack understanding of the material being taught and do not actively respond during the learning process. This is far from the goal of creating an independent curriculum and will make it difficult to shape the next golden generation.

Based on interview Which done together Mother Enny Hafni Nasution, S.Ag is one of the teachers who teaches at Muhammadiyah 13 Elementary School, Medan and research This done on date 15 June 2025 results the interview that The results show that during the learning process, teachers never developed teaching modules; teachers often conducted learning that focused solely on the teacher. This resulted in students being less active and having difficulty mastering the learning material, especially on the constitution and norms in society for fourth-grade students at Muhammadiyah 13 Elementary School, Medan.

Constitutional material and norms in society are one of the materials in civic education learning and civic education is part of daily life. If students still do not understand the material, this will have an impact on their lives, namely legal violations and sanctions, about the norms that valid as well as right And obligation as an Indonesian citizen.

Teachers as facilitators and motivators must be able to be creative and utilize technological developments to create interesting learning. No only That just, moment these are the teachers confronted with students who is at on generation Which different, that is generation z And generation alpha. Essentially, students as subjects need self-development to explore their abilities, skills, and talents. To address these challenges, teachers can develop teaching modules to achieve learning objectives.

Creating teaching modules is a teaching skill that needs to be developed. by Teacher, so that skills teach Teacher in the classroom can more effective and efficient, from indicator achievement. On generally, Teacher must develop teaching modules in their entirety, but in reality many teachers do not understand how to compile and

develop them. module teaching, especially in the curriculum freedom to learn. A learning process whose teaching modules are not planned well can cause the delivery of material to students to be unsystematic, resulting in poor learning uneven distribution among teachers and students. It appears that only the teacher is active or vice versa and the learning that will be done It seems less interesting because the teacher did not prepare the teaching module optimally.

Module teach is instrument important Which used for reach learning objectives. Module The teaching module contains information about the planning of the learning process that will be carried out. The preparation of a good teaching module will result in a good learning process, conversely, if the teaching module is prepared haphazardly, it will result in a bad learning process. will parallel also with output learning Which bad. By Because It can be concluded that the success or failure of the classroom learning process depends on the teaching modules developed beforehand. In the independent learning curriculum module teach Which Good is module teach Which arranged based on condition and situation from student Which will accept learning. matter That depart from The argument is that not all students have equal brain capacity. Some students easily absorb knowledge, while others struggle to absorb the material presented. This situation is exacerbated by the monotonous and boring methods teachers employ in the classroom. Therefore, the independent curriculum, or Kumer, can be a solution to improve student learning outcomes (Noveliani, Hasrul, Ananda, & Montessori, 2024).

In relation to the above problems, to re-motivate participants educate researchers lift title study "Development module teach on the material constitution And norm in public on student class IV Elementary School Muhammadiyah 13 Medan".

METHOD

The method used in this research is the research method and development or *Research and Development* (R&D) (Assingkily, 2021). Study This will implemented in Elementary School Muhammadiyah 13 Medan, located at Jl. Karantina No. 80, Durian, East Medan District, Medan City, North Sumatra Province. This research was conducted during the even semester on fourth-grade students of Muhammadiyah 13 Elementary School Medan.

FINDINGS AND DISCUSSION

The resulting product is a teaching module designed to facilitate teachers' learning and help students understand the concepts of norms and the constitution in a systematic, contextual, and engaging manner. The following describes the research results, each stage:

1. *Define* Stage

This stage is carried out to formulate basic needs which are the basis for developing teaching modules. This research carries out a series of analyses, including:

a. Initial Analysis

The purpose of the initial analysis was to identify and address issues that arise in elementary school learning, particularly in ***the Norms and Constitution material*** in fourth grade. This initial analysis was conducted through direct classroom observation and interviews with first grade teachers.

Based on observations and interviews, it was found that teachers still tend to use conventional learning methods such as lectures and simple question-and-answer sessions. The learning media used are still limited to textbooks, student worksheets, and whiteboards. For the *Norms and Constitution material*, teachers only refer to the printed Civics textbook provided by the school, without developing a variety of media or teaching models. This results in students being less active in asking questions, not all students participating in discussions, and some students appearing to lack a clear understanding of the relationship between *the Norms and Constitution material* and their daily lives.

It was also found that most students had difficulty understanding abstract concepts, such as the function of norms in society and the role of the constitution in national life. Teachers explained the material with limited examples, making it difficult for students to connect theory to real-world experiences in the school and community. As a result, learning tended to be rote and lacked meaningful learning experiences.

With the development of Problem-Based Learning (PBL) and Collaborative Learning teaching models, it is hoped that students will be able to more easily understand the material on *Norms and the Constitution* through group discussions, case studies, and real-life problem-solving. This model encourages active student involvement, fosters critical thinking, and enhances understanding of the importance of norms and the constitution in everyday life.

The main challenges faced in civics learning in this subject are the lack of varied learning methods and media that can engage students, and the teachers' suboptimal ability to develop engaging, contextual, and applicable learning tools. Therefore, developing a 4D-based teaching model (Define, Design, and Develop) is a strategic solution to improve the quality of civics learning, particularly in the *Norms and Constitution material* for fourth grade.

a. Design Analysis

The design analysis aims to determine the best learning design to use and systematically organize the material to be taught to fourth-grade students. The material studied in this study is *Norms and Constitutions*. Based on the results of the initial analysis, it was found that students more easily understand the material when the learning is presented using concrete, interesting media, and accompanied by discussion activities and group work.

Students tend to be drawn to learning that displays images, short videos, and real-life cases relevant to their daily lives. Therefore, the learning design focuses on the use of Problem-Based Learning (PBL) models combined with Collaborative Learning, emphasizing group activities and solving real-life problems related to school and community norms.

b. Needs Analysis

A needs analysis was conducted to determine the elements required to develop a teaching model for *Norms and Constitutions* to align with student characteristics and learning objectives. This analysis included teacher needs, student needs, materials, and learning media.

1. **Teacher Needs**

- a. Teachers need more varied and innovative learning tools, not just relying on lecture methods and printed books.
- b. Teachers need a teaching model that is practical, systematic, and easy to implement in the classroom by actively involving students.
- c. Teachers need learning media that support the presentation of abstract material such as norms and constitutions to make it more concrete and easier for students to understand.

2. **Student Needs**

- a. Students need more interesting and less monotonous learning, so that it can increase motivation and curiosity.
- b. Students need learning activities that involve discussion, group work, and case studies in order to develop critical thinking, collaboration, and communication skills.
- c. Students need real examples that are close to everyday life, so they can connect the material on norms and constitutions with personal experiences.

3. **Material Needs**

- a. The material *on Norms and the Constitution* needs to be presented in stages, starting from basic concepts (the definition and function of norms), types of norms, to the abstract level (the position of the constitution in national life).
- b. The material needs to be linked to Pancasila values and regulations that apply in the school environment to make it more contextual.
- c. The material must be enriched with cases, illustrations, and concrete examples so that it is easier for fourth grade students who are still at the concrete operational stage to understand.

4. **Media Needs and Learning Models**

- a. The learning media required are visual media (pictures, posters, charts), case cards, and short videos related to the application of norms and the constitution.
- b. The appropriate learning model is **Problem Based Learning (PBL)** combined with **Collaborative Learning**, because both models emphasize real problem solving, group discussions, and active student involvement.
- c. The assessment instruments required include cognitive tests, attitude assessments, as well as presentation and group work skills.

2. **Design Stage**

The design stage aims to develop a teaching model that aligns with the initial analysis results and learning needs. At this stage, researchers prepare learning tools, strategies, media, and assessment instruments to be used to make learning more focused, engaging, and meaningful for students.

a. **Preparation of Steps**

In creating a teaching model, researchers have their own method for developing learning materials that will be developed later. Therefore, the development of *the Norms and Constitution teaching model* is inseparable from its relationship to learning objectives. Based on observations and needs analysis, researchers developed the

following steps: a) Compiling existing learning materials on *Norms and Constitutions and then developing them into a concept for creating the teaching model*. b) Compiling learning activities using a **Problem-Based Learning (PBL) approach**. And **Collaborative Learning** so that students are more active, critical, and able to work together.

b. Format Selection

The format selection process involves determining the appropriate learning format for the PPKn material for grade IV. The format selection in this teaching model is as follows:

- Using **student activity sheets (LAS)** based on case studies on violations of norms in schools and society.
- Using **visual media** in the form of illustrations, constitutional position charts, and case cards.
- Adding **short videos** that show the application of norms in everyday life, so that students can more easily understand abstract material.
- Designing systematic learning activities starting from problem orientation, group discussions, presentations, to reflection.

3. Development Stage

The development stage is carried out by expert validators who complete the product feasibility test and determine that the product is suitable for use. The product will undergo small group trials before being considered for further development. The steps in developing the teaching module that has been developed are as follows:

1. Feasibility Test / Expert Validation

At this stage, the learning media, in the form of ethnomathematics-based animated videos, will undergo a validation process by validators. The validators involved consist of three categories: subject matter experts, media experts, and language experts. This validation process is carried out by lecturers with expertise in their respective fields. The expert validator criteria refer to certain aspects that have been established as assessment benchmarks.

Table 1. Learning Media Validator

No	Validator Name	Validation
1	Dr. Rahmat Wahyudin Sagala, S.Pd., M.Hum.	Linguist
2	M. Afif Toni S. Saragih, M.Pd.	Media Expert
3	Ryan Taufik, M.Pd.	Subject Matter Expert

a) Linguist Validation

Validation by linguists in the development of teaching models for *the Norms and Constitution material* was carried out to ensure that the use of language in the teaching module is in accordance with good and correct Indonesian language rules, easy to understand, communicative, and in accordance with the level of cognitive development of fourth grade elementary school students. Validation by linguists in the development of teaching modules validated by a lecturer at the University of Muhammadiyah North Sumatra, namely Mr. Dr. Rahmat Wahyudin Sagala, S.Pd., M.Hum., which was carried out on August 16,

2025. This assessment was carried out with 4 statements. The results of the linguist validator include:

Table 2. Linguist Expert Validation Results

No	Statement	Score
1	The language used is clear and easy to understand	5
2	The sentences used are easy for students to understand	5
3	Compliance with KBBI and language rules	4
4	Language suitability to students' learning level	5
Amount		19

Based on the validation results above, the average score obtained was 19 out of the expected 20. Therefore, the percentage results from the validator's assessment of the development of the teaching module are as follows:

$$P = \frac{F}{n} \times 100 \%$$

$$P = \frac{19}{20} \times 100 \%$$

$$P = 95\%$$

Based on the calculations above, the validation results for the language experts in developing the teaching module were 95% overall. The results are shown in the following table:

Result: Table 3. Results of the Validation Level of Linguists

Validator	Score Results	Percentage	Validation Criteria	Validation Level
Dr. Rahmat Wahyudin Sagala, S.Pd., M.Hum.	19	95%	81% - 100%	Very Valid

From the results above, it can be observed that the language validity criteria are met. The validator results by Dr. Rahmat Wahyudin Sagala, S.Pd., M.Hum. obtained a score of 19 with a percentage of 95% and very valid criteria.

b) Media Expert Validation

Media expert validation was conducted to assess the feasibility of the design of the teaching module for the material on *Norms and Constitutions* for grade IV. The goal is to ensure whether the module display is attractive, systematic, easy to understand, and in accordance with the characteristics of elementary school students. In addition, this validation aims to obtain input and recommendations for improvement so that the developed teaching module is more interactive, communicative, and supports the effectiveness of learning in the classroom. Validation by a linguist on the development of the teaching module was validated by a lecturer at the University of Muhammadiyah North Sumatra, namely Mr. M. Afif Toni S. Saragih, M.Pd. which was conducted on August 16, 2025. This assessment was with 10 statements. The results of the linguist validator include:

Table 4. Media Expert Validation Results

No	Question	Score
1	Has an attractive design	5
2	Color according to display	5
3	Clear image quality	5
4	The boxes and letters are clear	5
5	Size according to standard	5
6	Harmony and color combination	5
7	Appropriate size of the letters used	4
8	Student interest in teaching modules	4
9	Matching the image to the content of the material	5
10	Use of the listed image captions	5
Amount		48

Based on the validation results above, the average score obtained was 48 out of the expected 50. Therefore, the percentage results from the validator's assessment of the development of the teaching module are as follows:

$$P = \frac{F}{n} \times 100 \%$$

$$P = \frac{48}{50} \times 96 \%$$

$$P = 96\%$$

Based on the calculations above, the media expert validation results for the overall development of the teaching module were 96%. The results are shown in the following table:

Result: Table 5. Media Expert Validation Level Results

Validator	Score Results	Percentage	Validation Criteria	Validation Level
M. Afif Toni S. Saragih, M.Pd.	19	95%	81% - 100%	Very Valid

From the results above, the language validity criteria can be observed, so the validator results by Mr. M. Afif Toni S. Saragih, M.Pd. obtained a score of 19 with a percentage of 96% and the criteria are very valid.

c) Subject Matter Expert Validation

Validation by material experts was conducted to assess the feasibility of the content of the teaching module for the material on *Norms and Constitution* for grade IV. The goal is to ensure the suitability of the material with the curriculum, conceptual accuracy, depth and breadth of discussion, and its integration with learning outcomes. In addition, this validation is also intended to ensure that the material presented is relevant to students' daily lives, easy to understand, and able to shape attitudes and characters in accordance with the values of norms and the constitution. Validation by language experts on the development of teaching modules validated by a lecturer at the University of Muhammadiyah North Sumatra, Mr. Ryan Taufik, M.Pd., was

conducted on August 16, 2025. This assessment uses 4 indicators. The results of the language expert validator include:

Table 6. Material Expert Validation Results

No.	Statement	Score
1	Suitability of material with curriculum	5
2	Completeness of material and conformity with concept maps	4
3	Ease of understanding the material	5
4	Use of language in accordance with EYD	5
5	Delivery of interesting material	5
6	Useful material for students	5
7	Involvement of teacher and student roles in learning	5
Amount		33

Based on the validation results above, the average score obtained was 33 out of the expected 35. Therefore, the percentage results from the validator's assessment of the development of the teaching module are as follows:

$$P = \frac{F}{n} \times 100 \%$$

$$P = \frac{33}{35} \times 100 \%$$

$$P = 94\%$$

Based on the calculations above, the validation results for the language experts in developing the teaching module were 95% overall. The results are shown in the following table:

Table 7. Results of the Validation Level of Linguists

Validator	Score Results	Percentage	Validation Criteria	Validation Level
Ryan Taufik, M.Pd.	33	94%	81% - 100%	Very Valid

From the results above, it can be observed that the language validity criteria, then the validator results by Mr. Ryan Taufik, M.Pd. obtained a score of 33 with a percentage of 94% and the criteria are very valid.

Table 8. Interpretation of Validity Level

Validity Aspect	Percentage	Interpretation
Language	95%	Very Valid
Media	96%	Very Valid
Material	94%	Very Valid

From the table above, the development of the teaching module from the language aspect, the percentage validation in language is 95%, then the media validation aspect is 96% and the material validation is 94% with the interpretation of Very Valid for the three validation results.

2. Practicality of Teacher and Student Response Questionnaires

The practicality of a teaching module can be seen from the results of a questionnaire completed by teachers and students after using the teaching module in learning. Teachers can assess the module's ease of use, student independence in learning, and its suitability to classroom learning needs. The developed teaching

module must meet practicality requirements to be used effectively in teaching and learning activities.

The teaching module, which had been declared valid by the validators, was then tested for its practicality through a questionnaire administered to teachers and fourth-grade students at Muhammadiyah 13 Elementary School, Medan. The results of the practicality test of the teaching module showed a positive response from both teachers and students, making this module suitable for use as a teaching material to support the learning process in fourth grade.

a) Practicality of Developing Teaching Modules in Teacher Responses

The practicality of the teaching module reviewed from teacher responses shows that the teaching module is easy to use in the learning process, in accordance with the time allocation, and makes it easier for teachers to deliver the material. Teachers consider that the display of the teaching module is attractive, the presentation of the material is systematic, and the activities presented are able to encourage active student involvement. Based on the practicality questionnaire, teachers gave positive responses so that the teaching module was declared practical to be used as teaching material in grade IV. The assessment of the teacher response questionnaire was carried out by the grade IV homeroom teacher by Mrs. Enny Hafni Nst, S.Ag. on August 27, 2025.

The results data presented by the practicality of the responses of the fourth grade teachers of Muhammadiyah 13 Medan Elementary School are in the following table:

Table 9. Practical Results of Teaching Module Development on Teacher Responses

Assessment Aspects	Indicator	Score
Curriculum	Media relevant to the material	5
	Media according to the curriculum	5
	Media content is appropriate to student level	4
	Compliance of basic competencies with the theme	5
	Compliance of TP with KD	4
	Suitability of material with TP	5
Material	Completeness of materials	5
	Clarity of material	5
	Clear presentation of material	5
	Evaluation questions	5
Amount		48
Percentage		96%

The percentage of teacher response assessment results is as follows:

$$P = \frac{F}{n} \times 100 \%$$

$$P = \frac{48}{50} \times 100 \%$$

$$P = 96\%$$

Based on the calculation results above, the assessment of the development of the teaching module for teacher responses is 96% with very practical criteria.

b) Practicality of Developing Teaching Modules on Student Responses

The practicality of the teaching module based on the responses of fourth-grade students at Muhammadiyah 13 Elementary School in Medan shows that the teaching module is easy to understand, interesting, and helps students learn independently. Students feel happy using the teaching module because the language used is simple, the activities presented are fun, and the module display is attractive. In addition, the teaching module makes students more motivated and enthusiastic in participating in learning. Based on the results of the questionnaire, students gave positive responses so that the teaching module is declared practical to use in teaching and learning activities.

The assessment of student response questionnaires was conducted in class IV of Muhammadiyah 13 Elementary School, Medan on August 27, 2025 .

The practical results of developing teaching modules for the responses of 10 fourth grade students at Muhammadiyah 13 Elementary School, Medan, for the percentage of assessment results are as follows:

$$P = \frac{F}{n} \times 100 \%$$
$$P = \frac{500}{500} \times 100 \%$$
$$P = 100 \%$$

Based on the calculation results, the assessment of the development of teaching modules in class IV of Muhammadiyah 13 Elementary School, Medan reached 100% with a very practical interpretation.

DISCUSSION

The validation results of the fourth-grade teaching module at Muhammadiyah 13 Elementary School, Medan, indicate that the development of the teaching module meets the eligibility criteria in three main aspects: language, media, and materials. These results align with the principles of research and development (R&D), which emphasize product validity testing before implementation in the learning process.

a. Discussion of Teaching Module Validation

1. Language Aspects

The validation by linguists achieved a 95% approval rating, which is considered very appropriate. This indicates that the language used in the teaching module is communicative, clear, and in accordance with the Enhanced Spelling (EYD) rules. Simple language appropriate to the cognitive development of elementary school students is crucial in supporting understanding of the material. This teaching module uses concise, easy-to-understand sentences and avoids terms that are difficult for elementary school-aged children.

Furthermore, selecting engaging language can increase students' motivation to read the module's content. According to constructivist learning theory, students' understanding is more easily formed when material is presented in language appropriate to their experiences and developmental level. Therefore, these validation

results demonstrate that the learning module meets the requirements for good readability and can be used as practical teaching material for students.

2. Media Aspects

Media expert validation achieved a **96% rating**, categorized as **very suitable**. This indicates that the teaching module has an attractive design, harmonious color selection, a neat layout, and integration of images with the content. The media aspect is crucial because an attractive module appearance will provide visual appeal, thus motivating students to read and learn.

Good learning media not only serves as decoration but also clarifies the information conveyed. In this module, the use of illustrations and images supports understanding of the material and helps students connect abstract concepts to real-world situations. This aligns with Paivio's dual coding theory, which states that the combination of text and images can enhance student comprehension more optimally than text alone. Therefore, the highly positive validation results from media experts confirm that this teaching module is practical and can be used as a learning resource that supports students' visual learning styles.

3. Material Aspect

The validation by material experts achieved a **94% rating**, which is also considered **very appropriate**. This indicates that the content of the teaching module aligns with the applicable curriculum, is comprehensive, and systematic. The material presented is structured based on learning outcomes, indicators, and clear learning objectives. Furthermore, the material is structured sequentially, moving from simple to more complex concepts, making it easier for students to understand the content.

The suitability of the material was also evident in its suitability to the needs of fourth-grade students. The material presented was not only informative but also contained practical value, enabling students to relate the knowledge gained to their daily lives. Thus, validation by material experts demonstrated that the learning module was not only suitable for use but also relevant to the learning needs of elementary schools.

b. Practical Discussion

1. Teacher Response

Based on the results of the questionnaire analysis of teacher responses to the use of the teaching module for grade IV of Muhammadiyah 13 Elementary School Medan, a total score of 48 was obtained out of a maximum score of 50. These results, when converted into a percentage, reached **96%**, which is included in the **very practical category**. This shows that the developed teaching module is very easy for teachers to use in classroom learning activities.

Teachers assessed that the teaching module had clear material, a coherent and systematic presentation, and was equipped with evaluation questions aligned with the learning objectives. Furthermore, the teaching module was also considered helpful in managing time because the learning activities within it were structured according to a clear flow and stages. Therefore, teachers experienced no difficulty implementing the teaching module during the lesson.

These responses align with the opinions of several experts who state that the practicality of a teaching material can be determined by how easy it is for teachers to use, its suitability to learning needs, and its effectiveness in helping achieve learning objectives. With a score of 96%, this teaching module is not only practical but also

effective as a guide for teachers in implementing learning, particularly on norms and constitutions in fourth grade.

2. Student Response

The practicality of the teaching module based on the responses of fourth-grade students of Muhammadiyah 13 Elementary School Medan shows that the teaching module is easy to understand, interesting, and helps students learn independently. Students feel happy using the teaching module because the language used is simple, the activities presented are fun, and the module display is attractive. In addition, the teaching module makes students more motivated and enthusiastic in participating in learning. Based on the results of the questionnaire, students gave a positive response so that the teaching module was declared practical to use in teaching and learning activities. Based on the results of the questionnaire that has been filled out by fourth-grade students of Muhammadiyah 13 Elementary School Medan, the percentage of practicality of the teaching module was **100%** with the criteria of very practical. These results indicate that all students gave a very positive response to the teaching module used in the learning process.

This 100% response rate indicates that the developed learning module fully meets students' learning needs. The learning module is considered practical due to its clear presentation of the material, simple and easy-to-understand language, and supplemented with exercises and assessment questions appropriate to the cognitive development level of elementary school students. Furthermore, the module's engaging and systematic design provides a fun learning experience for students.

Practicality, with a percentage of 100%, indicates that students experienced no obstacles while using the learning module. Students felt helped in understanding the material, were more motivated to learn, and were able to learn independently without having to rely entirely on the teacher. This is crucial in fostering independent learning and developing students' critical thinking skills from an early age.

CONCLUSION

Based on the results of the research on the development of teaching modules for grade IV of Muhammadiyah 13 Elementary School, Medan, the following conclusions can be drawn: (1) *Teaching Module Validation*. The developed teaching module has been validated by experts including material experts, media experts, and language experts. The validation results indicate that the teaching module meets the criteria of being highly valid, both in terms of the clarity of the content, the systematic presentation, and the use of communicative language that is easy for students to understand. (2) *Practicality of Teaching Modules from Teacher Responses*. The results of the teacher response questionnaire showed a percentage of 96%, which is included in the very practical category. This means the teaching module is easy to use, helps teachers in delivering material, and is appropriate for learning needs in grade IV. The teaching module is also considered to save learning time because the presentation of material, activities, and evaluations are arranged coherently and systematically. (3) *Practicality of the Teaching Module Based on Student Responses*. Based on the student response questionnaire, the results were categorized as very practical. Students felt happy and motivated to learn using the teaching module, due to its attractive appearance, easy-to-understand language, and learning activities that facilitate active student engagement. This teaching module also helps students learn independently while improving their understanding of the material.

Overall, the developed teaching module has met the validity and practicality requirements for both teachers and students. Therefore, this teaching module is suitable for use as a learning resource in fourth-grade classes at Muhammadiyah 13 Elementary School, Medan, particularly on the topic of Norms and Constitutions in Daily Life.

Then, *User Suggestions*. Based on the results of research and development of teaching modules for grade IV of Muhammadiyah 13 Elementary School, Medan, the following suggestions can be given: (1) *For Teachers*. The developed teaching modules can be used as alternative teaching materials to support the learning process. Teachers are expected to utilize these modules optimally and adapt them to classroom conditions and student needs to ensure more meaningful learning. (2) *For Students*. Students are advised to use this learning module not only during classroom activities but also during independent study at home. By consistently using the learning module, students will more easily understand the material, develop critical thinking skills, and increase their motivation to learn. (3) *For Schools*. Schools are expected to support the use of this teaching module in their learning activities and encourage other teachers to develop similar modules on different materials or themes. This will help sustainably improve the quality of learning. (4) *For Further Researchers*. This research is still limited to aspects of validity and practicality. Therefore, future researchers are advised to continue research on the effectiveness of the teaching module in improving student learning outcomes. Furthermore, module development can be expanded to different themes and grade levels for greater variety and applicability.

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