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# DEVELOPMENT OF A SELF-DIRECTED LEARNING MODULE TO IMPROVE LEARNING INDEPENDENCE IN PANCASILA EDUCATION AT AL-WUSTHO SCHOOL FOR THE ELDERLY

***Pengembangan Modul Berbasis Self-Directed Learning untuk Meningkatkan Kemandirian Belajar pada Mata Pelajaran Pancasila di Sekolah Lansia Al-Wustho***

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## INTRODUCTION

- Understanding the effect of environmental stressors on human mortality is crucial for public health and societal impact.
- In Indonesia, the elderly population (60+ years) is growing rapidly: 29.9 million in 2021 and projected to reach 48.2 million by 2035 (BPS, 2021; 2022).
- Formal and non-formal education for the elderly is still limited, especially in Pancasila and Civic Education (PPKn).
- This study develops a Self-Directed Learning (SDL) module to improve learning independence in Pancasila Education at Al-Wustho School for the Elderly, Bandar Lampung.
- The module is designed based on andragogical principles and the ADDIE development model.

## METHODOLOGY

- This research used a Research and Development (R&D) approach with the ADDIE model (Branch, 2009) integrated with a one-group pretest-posttest design.
- **Participants:** 48 elderly learners (aged 60–82 years) from Al-Wustho School for the Elderly, Bandar Lampung (total sampling).
- **Product:** Self-Directed Learning (SDL) module for Pancasila Education consisting of 8 learning units.
- **Instrument:** Adapted Self-Directed Learning Readiness Scale for the Elderly (SDLRS-Lansia; 40 items).
- **Data Collection:** Pretest and posttest using SDLRS-Lansia, module practicality assessment by teachers and participants.
- **Data Analysis:** Content Validity Ratio (CVR), Cronbach's Alpha, Exploratory Factor Analysis (EFA), Normalized Gain (N-Gain), Paired Sample t-test, and Cohen's d.

### ADDIE Development Model




| Analysis | Design | Development | Implementation | Evaluation |
|---|---|---|---|---|
| Needs analysis and learner characteristics | Designing SDL module and learning activities | Developing and validating the module | Implementing the module in 8 sessions | Evaluating effectiveness and practicality |

## SDL MODULE DESCRIPTION

- The module consists of 8 learning units:
  1. Pancasila Values in Daily Life
  2. Godhead and Religious Tolerance
  3. Humanity and Social Solidarity
  4. National Unity and Diversity
  5. Democracy and Deliberation
  6. Social Justice for All
  7. Pancasila in Practice
  8. Reflection and Action Plan
- Each unit includes learning objectives, readings, reflective questions, activities, and evaluation.
- Designed based on SDL principles: goal setting, self-monitoring, self-assessment, and reflection.

## IMPLEMENTATION

- Duration: 8 weekly sessions
- Time: 60–90 minutes per session
- Learning approach: Participant-centered, discussion, reflection, contextual application, and independent learning tasks.
- Facilitators: Trained teachers and module developers.

## PRACTICALITY (PRACTITIONER RATINGS)

| Rater | Mean Score (Max = 4.00) | Category |
|---|---|---|
| Teachers (n = 5) | 3.73 | Very Practical |
| Participants (n = 48) | 3.69 | Very Practical |
| **Overall Mean** | 3.71 | Very Practical |

## MODULE VALIDATION RESULTS

- The module was validated by three domain specialists using the Content Validity Ratio (CVR) method (Lawshe, 1975).
- Results:

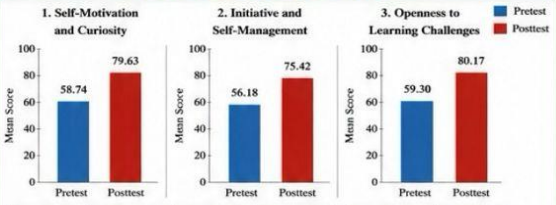
| Aspect | Number of Items | CVR Value | Decision |
|---|---|---|---|
| Content Accuracy | 15 | 1.00 | Valid |
| Physical Accessibility | 10 | 1.00 | Valid |
| SDL-Andragogy Alignment | 12 | 0.33 | Needs Revision |

- The module was revised based on expert suggestions to improve its alignment with SDL principles and andragogy.

## SDLRS-LANSIA INSTRUMENT PSYCHOMETRICS

- Content Validity Ratio (CVR): 0.99
- Cronbach's Alpha: 0.89 (high reliability)
- Exploratory Factor Analysis (EFA): 3 factors, total variance explained 58.7%
- Factors:
  1. Self-Motivation and Curiosity
  2. Initiative and Self-Management
  3. Openness to Learning Challenges
- 40 items in total, using a 4-point Likert scale.

## PRETEST–POSTTEST RESULTS




| | | | | | |
|---|---|---|---|---|---|
| **N-Gain** | 0.62 | **N-Gain** | 0.58 | **N-Gain** | 0.61 |
| **Cohen's d** | 2.84 | **Cohen's d** | 2.31 | **Cohen's d** | 2.68 |
| **p-value** | < .001 | **p-value** | < .001 | **p-value** | < .001 |

### OVERALL SDLRS-LANSIA

| N-Gain | Cohen's d | p-value |
|---|---|---|
| 0.61 (Moderate) | 2.61 (Large Effect) | < .001 (Significant) |

## CONCLUSIONS

- The SDL module for Pancasila Education is valid, practical, and effective in increasing learning independence among elderly learners.
- Significant improvements were found in all three dimensions of SDL readiness.
- The highest gain was in Self-Motivation and Curiosity (N-Gain = 0.62), indicating restored epistemic agency among elderly learners.
- The module is a replicable and culturally responsive model for Pancasila civic education in elderly populations.
- This study contributes to Indonesia's lifelong learning policy and the development of andragogy-based learning materials.

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