

## The effectiveness of problem-based teaching module training to increase elementary teacher motivation

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### Abstract

Literacy Teaching modules are an essential learning element in the independent curriculum. However, many SD Negeri Percobaan 04 Wates teachers are less motivated to develop it because they lack assistance creating their teaching modules. Based on this, the purpose of this study is to see the effectiveness of problem-based teaching module training in the independent curriculum in increasing the motivation of elementary school teachers. The training participants were 25 elementary school teachers who were SDN Percobaan 4 Wates members. Theoretical material and practical assistance were carried out in the Kapanewon Kulonprogo area. The implementation of the activity will be reflected through an evaluation of the participant's understanding of the material in terms of performance, work results, and motivation scale of the training participants. The offline training was held at the UNY Wates Campus Hall offline and online through the Zoom meeting application. This study used a pre-experiment research design with a one-group pretest-posttest design model. Data collection was carried out using a teacher motivation scale. The data analysis technique used was the Wilcoxon Test to determine the effect of training on the motivation of primary school teachers. to assess the impact of exercise on elementary school teachers' motivation. Implementing this training based on the pre-post questionnaire increased pretest and post-test results. The Wilcoxon test results significantly affected teacher motivation before and after providing problem-based teaching module training for elementary school teachers in Kulonprogo Regency, Yogyakarta Special Region.

**Keywords:** training, teaching modules, independent curriculum, motivations

## *Efektivitas pelatihan modul pengajaran berbasis masalah untuk meningkatkan motivasi guru sekolah dasar*

### Abstrak

Modul ajar merupakan salah satu elemen penting dalam pembelajaran di kurikulum merdeka. Namun, masih banyak guru di SD Negeri Percobaan 04 Wates yang kurang termotivasi dalam mengembangkannya karena kurang mendapatkan pendampingan untuk membuat modul ajarnya sendiri. Berdasar pada hal tersebut maka tujuan dalam penelitian ini adalah melihat efektivitas pelatihan modul ajar berbasis masalah dalam kurikulum merdeka dalam meningkatkan motivasi guru sekolah dasar. Peserta pelatihan berjumlah 25 guru sekolah dasar yang tergabung pada SDN Percobaan 4 Wates. Materi teori dan pendampingan praktik dilaksanakan di wilayah Kapanewon Kulonprogo. Pelaksanaan kegiatan akan direfleksikan melalui evaluasi pemahaman peserta terhadap materi, ditinjau dari unjuk kerja, hasil karya, dan skala motivasi peserta pelatihan. Pelatihan secara luring dilaksanakan di Aula UNY Kampus Wates secara luring dan daring melalui aplikasi zoom meeting. Penelitian ini menggunakan desain penelitian pre-eksperimen dengan model one group pretest-posttest design. Pengumpulan data dilakukan dengan menggunakan skala motivasi guru. Teknik analisis data yang digunakan adalah Test Wilcoxon untuk mengetahui pengaruh pelatihan terhadap motivasi guru SD. Adapun hasil dari pelaksanaan pelatihan ini berdasarkan angket pre-post diperoleh hasil terjadi peningkatan hasil pretest dan posttest. Sedangkan hasil uji Wilcoxon menunjukkan bahwa terdapat pengaruh yang signifikan pada motivasi guru sebelum dan setelah pemberian pelatihan

*modul ajar berbasis masalah pada para guru SD di Kabupaten Kulonprogo, Daerah Istimewa Yogyakarta.*  
**Kata Kunci:** pelatihan, modul ajar, kurikulum merdeka, motivasi

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## INTRODUCTION

Literacy The results of the PISA study in 2019 showed that students from Indonesia ranked sixth from the bottom in math and literacy. This fact is one of the drivers of the independent learning program. The National Education Standards Agency (BSNP) explains learning independence as a form of the approach taken so that students can choose the lesson, they are interested in. Supported by Nadiem Makarim's statement, the important thing that must be considered in learning independence is freedom of thought. Freedom of thought needs to be practiced first by teachers before being taught to students. Indeed, freedom of learning is launched so that students are more comfortable when participating in learning activities. This is because learning does not need to be carried out continuously in the classroom but is allowed to be done outside the classroom. Thus, a sense of comfort will grow for students, indicated by the many discussion activities that will shape the character of students.

The curriculum is a major and important component in the education process. Looking at the education system in Indonesia, the curriculum has changed eleven times. A very simple curriculum from 1947 to the last curriculum, 2013. The change of curriculum aims to improve the previous curriculum. Curriculum development should have a strong and principled foundation to support the achievement of educational goals (Hartoyo & Rahmadayanti, 2022). Therefore, to continue to improve education in Indonesia, the curriculum that is applied continues to develop according to the education unit, regional potential, and evaluation of the effectiveness of curriculum implementation is needed.

In connection with independent learning, one form to support its practice is the independent curriculum (Wisnujati et al., 2021). The Merdeka Curriculum gives freedom to learning implementers, namely teachers and school principals, in compiling, implementing teaching and learning activities and developing the curriculum at school, which is tailored to the needs and potential of students (Daga, 2021). The Merdeka Curriculum is an alternative curriculum in overcoming learning setbacks during the pandemic as well as a form of improvement to the 2013 curriculum. This is related to the advantages of the Merdeka Curriculum explained by Kemdikbud, namely the focus on essential material and the development of learner competencies according to their phases so that students can learn more deeply, meaningfully, enjoyably, and unhurriedly. Learning is described as much more relevant and interactive through various project-based activities so that it can provide opportunities for students to be more active in exploring actual issues and supporting the development of the character and competence of the Pancasila learner profile.

The Merdeka Curriculum provides a free space that is learner centered. Teachers and schools are freed to determine appropriate learning. The Merdeka Curriculum with the concept of independent learning in elementary schools frees teachers to arrange learning that emphasizes essential material with consideration of characteristics so that learning becomes more meaningful, enjoyable, and in-depth. The implementation of the Merdeka Curriculum requires a teacher who is good at strategizing in teaching, guiding, and fostering students to become knowledgeable and skilled human beings. A teacher with a moderate understanding of diversity will find it easier to teach and implement the Merdeka Curriculum (Anridzo et al., 2022). Therefore, as implementers, teachers, and school principals have the main task of understanding the concept of the Merdeka Curriculum.

The reality that occurs in the field, according to one of the driving teachers, Mrs. A said that the availability of tools on the independent teaching platform is not much. The teaching modules on the

independent teaching platform still come from various sources. Another obstacle faced is the absence of printed versions of teaching materials from the government so that teachers must download them independently through the independent teaching platform. Still related to teaching materials, some teachers who do not fully understand the Merdeka Curriculum simply use student worksheets provided by the district or certain printers. This is certainly not in line with the meaning of the Merdeka Curriculum which has the concept of independent learning, because teachers only use the resources that are already available. In certain areas, there is a school called SDN Percobaan 4 which jointly compiles Merdeka Curriculum tools. However, this effort is not in accordance with the nature of the Merdeka Curriculum because every school uses the same tools.

Currently, the Merdeka Curriculum has not been implemented simultaneously and massively, this is in accordance with the Ministry of Education and Culture's policy of giving discretion to education units in implementing the curriculum. Even though it has not been implemented by all education units, teachers are first prepared for the implementation of the Merdeka Curriculum. Providing technical guidance services or training to teachers needs to be done. The implementation of the independent curriculum certainly brings significant effects and changes regarding teachers and educators in schools in terms of administration, strategies, learning methods, and the learning evaluation process (Rahimah, 2022). The purpose of the technical guidance included explaining curriculum changes to improve the quality of learning in accordance with the context of the education unit and the needs of students (Jusuf & Sobari, 2022). In addition, the main problem in this study is the low motivation of teachers to develop teaching modules.

Another obstacle was also presented by Mr. AS, BP, and ST, who compactly stated that there were still many things that they were confused about regarding the teaching modules in the independent curriculum. Although there is a lot of information stating that teaching modules are simpler than lesson plans, the implementation is still confused and needs assistance in addition to the examples provided on the independent learning page. The platform provided by the government for teachers to learn the concept of teaching modules is not fully effective and understood by teachers. Even in learning the stages in the independent curriculum platform, many teachers do other tasks at the same time and end up being ineffective because they feel they only need to complete the videos and tasks available without optimal attention and concentration. Teachers need more hands-on training with experts so that they can focus and more easily practice directly developing teaching modules that are in accordance with curriculum directions and according to the needs of each school.

In addition, the observation also showed that schools that have registered to implement the independent curriculum still tend to use learning models that are often implemented like the 2013 curriculum. The available teaching materials are also based on the independent curriculum which provides more freedom for students to solve problems and collaborate. Teaching modules and their implementation are often different because the teaching modules that are owned come from the web and have not been adjusted to the learning needs of each school. Even 7 out of 10 teachers observed have not developed their own teaching modules. This is due to the lack of knowledge and direct guided practice obtained by the teachers.

Teaching modules are learning tools or learning designs sourced from the applied curriculum with the aim of achieving the competency standards that have been formulated (Nurdyansyah & Nahdliyah, 2018). Teaching modules have a major role to support teachers in designing learning (Nesri & Kristanto, 2020). In the process of preparing learning tools that play a very important role in this case is the teacher, the teacher is required to hone his thinking skills to be able to innovate in making teaching modules. Therefore, making teaching modules is a teacher's pedagogical competence that needs to be developed, this aims to make the teacher's teaching techniques in the classroom more effective, efficient, and inseparable from the discussion of achievement indicators (Maulinda, 2022).

Teaching modules in the current independent curriculum provide flexibility for teachers to determine the learning model to be used. One of them is teaching modules based on Problem-based learning (PBL). PBL is learning that gives students the ability to solve problems through various problems in the real world (Argaw et al., 2017; Hartman et al., 2013; Tawfik et al., 2021; Trullàs et al., 2022). The PBL process begins with an unstructured problem that students must solve. After reviewing the problem, students identify information they already know as well as information they need to learn to find a solution. The gap in this research is that teaching module training does not only teach to

develop teaching modules, but teachers are also given insight into how to develop PBL-based teaching modules. PBL-based teaching modules are certainly different from ordinary teaching modules. This is because PBL teaching modules contain learning steps that are in accordance with the syntax of the problem-based learning model.

Based on previous relevant research, it shows that problem-based learning models are effective for improving student learning outcomes (Kaffah & Utanto, 2023; Rifai, 2021; Rusnayati et al., 2023). While research that seeks to provide training to teachers to develop problem-based teaching modules is still very lacking. Novelty in this research is that this training seeks to increase teacher motivation through assistance in making problem-based teaching modules. Previous training is still limited to assisting teachers to develop ordinary teaching modules. In addition, problem-based learning is mostly integrated with teaching materials, student worksheets, or learning media. Training on problem-based teaching modules is still rare, even though problem-based learning is one of the models recommended to be implemented in the independent curriculum. Teachers are not only trained to be able to develop teaching modules according to the independent curriculum guidelines but are able to develop problem-based teaching modules that contain syntax according to problem-based learning modes. It is hoped that by having the experience and knowledge of developing their own teaching modules, teachers will be more motivated to develop teaching modules according to their own learning and classroom needs.

Motivation plays an important role in the teaching and learning process for both teachers and students. For teachers, knowing the motivation to learn from students is needed to maintain and improve students' enthusiasm for learning. For students, learning motivation can foster a passion for learning so that students are encouraged to learn. Students do learn activities happily because they are motivated. Meanwhile, factors from outside students that can affect learning are learning method factors. Apart from students, the most important element in learning activities is the teacher. The teacher is a teacher who provides knowledge as well as an educator who teaches values, morals, and social values and to carry out this role a teacher is required.

Learning motivation is closely related to the encouragement of a person to move, direct, and behave to achieve a certain result or goal. Motivation can come from within or outside the individual. Likewise in learning according to (Lestari, 2020: 7) students who really want to achieve goals must learn, because without knowledge, learning goals will not be achieved. So, the impetus arises from within himself which comes from the need to become an educated person. In addition to motivation from within there is also motivation from outside the individual or called extrinsic motivation. One of the extrinsic motivations comes from the teacher.

Based on various problems found in the field related to teacher motivation in developing problem-based teaching modules in the Merdeka Curriculum, it indicates the need for a training program. Motivation to innovate is one of the things that makes this mentoring important (Lidyasari et al., 2023). The main training material provided is related to problem-based teaching modules in the Merdeka Curriculum. Training will be provided to 25 teachers at SDN Percobaan 4 in Kapanewon Kulonprogo. Training to increase teacher competence in developing problem-based teaching modules needs to be carried out, considering that in the 2022/2023 school year the learning process is based on the Merdeka Curriculum. The purpose of this study is to determine whether there are differences in the motivation of elementary school teachers before and after providing problem-based teaching module training on the independent curriculum.

## METHOD

This research uses a type of quantitative research with the Pre-Experimental Design method. Pre-experimental research is research that only involves one class as the experimental class without a control class (Hamsir, 2017). Some forms of pre-experimental design are one-shot case study, one group pretest-posttest, and intact group comparison (Sugiyono, 2016). This study will use a one group pretest-posttest design which is a study by comparing the situation before treatment and the situation after treatment. The research design with one group pretest-posttest is equality (1).

$$O_1 \times O_2 \dots\dots\dots (1)$$

Description:

$$\begin{aligned}
 O_1 &= \text{pretest score (before treatment)} \\
 x &= \text{treatment} \\
 O_2 &= \text{posttest score (after treatment)}
 \end{aligned}$$

In this design, the test was given twice, namely before and after training on problem-based teaching modules. The sampling technique used in this study was purposive sampling. As a result, 25 teachers who are members of SD Percobaan 4 Wates in Kapanewon Kulonprogo, Special Region of Yogyakarta which was conducted in November-December 2022 will participate in this study. The research began with giving a pretest related to teacher motivation in developing teaching modules. Then the training began with providing material on the implementation of the independent curriculum in elementary schools. The material was followed by material on problem-based teaching modules. Examples of teaching modules and the provision of points that must be included in the teaching module were also presented. After that, each participant was grouped according to the IPAS, Mathematics, and Indonesian materials accompanied by their field experts. Each group will develop teaching modules according to their respective subject areas. Each participant presented in their respective groups and received feedback from their group mates and the expert team. Furthermore, each participant implemented the teaching module into their respective classes. During the implementation there is monitoring through zoom with the accompanying team. The last step, each participant filled out a posttest regarding motivation to develop problem-based teaching modules in elementary school.

Tabel 1. *Interview grids for the initial study*

| No. | Item Statement  |
|-----|---|
| 1   | What learning models are often used in learning?                              |
| 2   | Have you ever used a problem-based learning model in learning?                |
| 3   | Have you ever developed your own teaching modules according to student needs? |
| 4   | What are your difficulties in developing teaching modules?                    |
| 5   | Do you need assistance in creating your own problem-based teaching module?    |

Table 2. *Teacher motivation grids in teaching module*

| No. | Item Statement   |
|-----|--|
| 1   | I use self-developed teaching modules in the learning process  |
| 2   | I already have my own teaching module that I use for teaching.   |
| 3   | I would love to prepare a problem-based teaching module  |
| 4   | I was helped by the self-developed teaching module   |
| 5   | I am familiar with problem-based learning  |
| 6   | I can create teaching modules in a problem-based learning process  |
| 7   | I can develop teaching modules that contain problem-based learning syntax  |
| 8   | I can make learning fun by using problem-based teaching modules  |
| 9   | I think being able to create your own teaching module is important for a primary school teacher.                                     |
| 10  | I can teach creatively using problem-based teaching modules  |
| 11  | I am enthusiastic in learning to make problem-based teaching modules even though there are already teaching modules on the internet. |
| 12  | In my opinion, creating a problem-based teaching module can be done by all primary school teachers including me.                     |
| 13  | I can develop teaching modules to accommodate various student characteristics  |
| 14  | I am confident that I can implement the problem-based teaching module in the learning process in class.                              |
| 15  | I can use the module to understand more about the teaching module  |
| 16  | I can outline or design a problem-based teaching module well.  |
| 17  | I can develop teaching modules in accordance with the learning requirements in the independent curriculum                            |
| 18  | I can mix and match the teaching module with the problem-based learning model.   |
| 19  | I am excited to be able to develop teaching modules based on other learning models.  |
| 20  | I developed a problem-based teaching module that facilitates children's visual, audio, and kinesthetic learning styles.              |

There are two instruments used, namely an interview instrument and a teacher motivation questionnaire instrument. The interview instrument is used to corroborate the background and initial study in this research, while the teacher motivation questionnaire is used to find out whether there is an effect of teacher training in developing problem-based teaching modules on elementary school teachers' motivation. Table 1 and 2 are the grids of interview instruments and questionnaires of teacher motivation in developing problem-based teaching modules.

The SPSS 26 program is used to measure item validity once it has been pronounced valid. The Product Moment Correlation formula is used to compute the validity coefficient, with the following formula (2).

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \dots\dots\dots (2)$$

Description:

- $r_{xy}$  = Correlation coefficient between variable X and variable Y
- $N$  = Number of subjects
- $X$  = Item score
- $Y$  = Total score

The item score is correlated with the total item score using the item validation test. Following that, 5% significance testing will be performed. If the value in the r count r table is positive, the item is valid. The item is invalid if r counts r table.

The reliability test utilizing Alfa Cronbach's alpha is the next step. The SPSS 26 program will be used to test the instrument's reliability. The following is the Alfa Cronbach formula (3).

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{V_t^2} \right] \dots\dots\dots (3)$$

Description:

- $r_{11}$  = Instrument reliability
- $k$  = Number of questions or number of questions
- $\sum \sigma_b^2$  = Number of item variants
- $V_t^2$  = Total variance

In the reliability test, if the Cronbach's Alpha value > r table, the instrument is declared reliable; otherwise, if the Cronbach's Alpha value r table, the instrument is declared unreliable.

The reason for utilizing non-parametric testing in this study is that the data are deemed aberrant and inhomogeneous in the pre-requisite tests, namely the normality and homogeneity tests, hence a non-parametric test, namely the Wilcoxon test, is required. The Wilcoxon signed-rank test is a nonparametric test used to determine whether the median equals a value in one sample case. The test is based on the signed rank of observations obtained from a population with a symmetric continuous distribution and an unknown median. A Wilcoxon signed rank test was performed for each question to determine whether there was a significant increase in scores following therapy. To facilitate data analysis, the Wilcoxon test will be aided by the SPSS version 26 application. The test criteria can be determined by looking at the significance value as follows.

If the significance > 0.05 then  $H_0$  is accepted

If significance < 0.05 then  $H_0$  is rejected

## RESULTS AND DISCUSSION

### Result

Training activities to increase teacher motivation in developing problem-based learning modules in an independent curriculum have been carried out in November-December in three stages. The first stage of training activities was carried out in person at the 4th Floor SLA Building UNY Wates Campus. The second and third stages were carried out online (in the network) through zoom media. The training

activities were attended by 25 elementary school teachers and accompanied by several UNY lecturers. The following is a description of each stage.

### First stage

The research began with the administration of pre-scales related to teacher motivation in developing teaching modules. Then the training began by providing material on the implementation of the independent curriculum in elementary schools. The material continued with material about problem-based teaching modules. The resource person provided examples of problem-based teaching modules and conveyed the things that must be included in problem-based teaching modules. During the process, participants were invited to ask questions or give their responses. After that, each participant was grouped according to the IPAS, Mathematics, and Indonesian language materials accompanied by their field experts. Each group was directed to develop teaching modules according to their respective subject areas. Each participant presented in their respective groups and received input from group mates and expert team assistants. Each participant improved the teaching module that had been made according to the suggestions and input from group mates and team facilitators. Furthermore, the teaching modules that have been improved by each participant are implemented in their respective classes.

### Second stage

The second stage was conducted through a Zoom Meeting to monitor participants (teachers) in implementing problem-based teaching modules in their respective schools. Each teacher was asked to convey the progress of the implementation of the teaching module. In addition, the obstacles and benefits felt by teachers in implementing problem-based teaching modules were also conveyed.

### Third stage

The third stage was conducted using Zoom Meeting to present the full implementation of the teaching module that has been implemented in the classroom. The last step, each participant filled out a post-test regarding motivation to develop problem-based teaching modules in elementary schools.

### Wilcoxon Test

The scores were obtained from the results of administering pre-scales and post-scales of teacher motivation in developing problem-based teaching modules. The scale contains 20 statements that have been tested for validity and reliability and declared valid and reliable. The data was then tested using the Wilcoxon test with the following results.

Table 3. *Wilcoxon test results*

| Test          | Sig. Value | Description |
|---------------|------------|-------------|
| Wilcoxon Test | 0.000      | <0.05       |

Based on the table 3, the Significance value <0.05, so the hypothesis is accepted. So, it can be concluded that there is a significant effect on teacher motivation before and after the provision of problem-based teaching module training for teachers of SD Negeri Percobaan 04 Wates, Kulonprogo Regency, Yogyakarta Special Region.

### Discussion

Training activities to increase teacher motivation in developing problem-based teaching modules in the independent curriculum have been carried out in three stages. The first stage of training activities was carried out directly at the SLA Building 4th Floor UNY Wates Campus. The second and third stages were carried out online (in the network) through zoom media. The training activities were attended by 25 primary school teachers and accompanied by several UNY lecturers. The following is a documentation of training activities in the first stage which was carried out directly face-to-face.

Teaching modules have an important role for the implementation of classroom learning in an independent curriculum (Maulinda, 2022: 134). Teaching modules are one of the teaching tools developed in the independent curriculum. In the previous curriculum, there was a Learning

Implementation Plan, while in the independent curriculum the mention of this RPP was changed to teaching modules. Not only is the mention different, but both also have significant differences based on their structure and components.

The independent curriculum has characteristics, one of which provides teacher flexibility in organizing learning according to the needs of students (Puskur Dikbud Ristek, 2021). In this case, the curriculum provides freedom for teachers in compiling and designing learning that has been adapted to the abilities and needs of students. In this regard, teachers have the flexibility to choose and modify the teaching modules that have been provided to suit the characteristics of students and can also develop their own teaching modules that are tailored to the characteristics of students (Kemendikbudristek, 2021, p. 23).

The existence of teacher discretion in compiling teaching modules has a minimum requirement, namely the fulfillment of criteria and learning activities in accordance with the principles of learning and assessment (Maulinda, 2022). The criteria for the independent curriculum teaching module are as follows: 1) Essential, namely being able to provide concepts in each subject through learning experiences and across disciplines, 2) Interesting, meaningful, and challenging, namely being able to foster interest in learning and the active role of students in the learning process, related to the previous knowledge and experience of students, so that it is simpler but not too easy at their age, 3) Relevant and contextual, namely related to the learners' previous knowledge and experience, and according to the situation at the time and place where the learners are, and 4) Continuous, namely the connection of the flow of learning activities according to the learning phase of the learners (Kemendikbudristek, 2021).

Based on the results of the Wilcoxon test in this study, it can be interpreted that there is a significant influence after the training on the development of teaching modules in the independent curriculum on teacher motivation in SD Negeri Percobaan 04 Wates. Teacher motivation to carry out various tasks is very important for the smooth and successful teaching and learning process and in order to realize the aspired educational goals (R. H. Simarmata, 2016). Furthermore, teachers will carry out their duties optimally, with a sense of responsibility, confidence, earnestly without waiting for orders, and like their work, and are able to reflect on their experience and technical abilities to achieve their work goals and productivity (Ratmilia & Sukirno, 2019).

Primary education, secondary education, and post-secondary education rely heavily on the teaching and learning process to carry out their mission (Anggito et al., 2021). Related to research on teaching modules, Yasa et al., (2022) conducted research on improving teacher competence through assistance in preparing teaching modules, concluding that the training activities were proven to improve teacher skills in terms of understanding and at the same time skills in compiling teaching modules. The results are in the form of teaching module products in accordance with the subjects they teach. The results are in line with the results of the Wilcoxon test in this study which show that there is a significant effect on teacher motivation before and after the implementation of teaching module training in the independent curriculum.

Based on previous research, independent teaching module training is proven to be needed by teachers to equip themselves to develop their own teaching modules (Hariyani et al., 2023; Kuntarto et al., 2023; Maryam et al., 2022; Nadeak et al., 2023; Purnamasari et al., 2023; Rizal et al., 2022; Sugito, 2023). Many teachers experience misconceptions in understanding teaching modules in the independent curriculum, while the assistance they get is only through applications. In-person training is one of the new enthusiasms for teachers to be able to learn directly accompanied by experts. The conclusions of relevant research related to compact teaching module training show an increase before after the provision of training. Teachers are increasingly increasing their competence and motivation to be able to develop their own teaching modules according to student needs.

The teaching modules in this training are integrated with problem-based learning modes because the independent curriculum provides more freedom for students to explore their environment and train their critical thinking attitudes. Problem-based teaching modules are developed by selecting materials and containing learning syntax in accordance with problem-based learning modes. This is done because problem-based learning is able to provide meaningful experiences for students, increase interest in learning, train students to think critically, provide students with flexibility in problem solving and can improve student learning outcomes (Caesar et al., 2016; Fitria et al., 2019; Martin, 2019; Purwanto et



al., 2016; Tyas, 2017). Therefore, the integration of problem learning as outlined in the teaching module is expected to have a positive impact on elementary school students.

## CONCLUSION

The problem-based teaching module training has been carried out well by involving 25 participants at SDN Percobaan 04 Wates. The research showed that there were differences in teacher motivation before and after the training of problem-based teaching modules in elementary schools. Teachers' motivation increased to be able to develop their own teaching modules that are in accordance with the conditions and characteristics of students. Teachers have developed their own teaching modules as well as applying them to learning so that teacher motivation to develop other teaching modules is increasing. In addition, teachers expect that there will continue to be training related to other components of the independent curriculum, such as the assessment process in the independent curriculum. Therefore, the suggestion for future research is to carry out other assistance related to other components of the independent curriculum, such as material on assessment in the independent curriculum.

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