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Usability of Procedure Text Material Teaching Modules Based on The PBL Model in Elementary Schools

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Abstract
Learning in elementary schools has an important role in forming the foundation of students' critical, creative and collaborative thinking abilities. One of the materials in learning Indonesian that is relevant for practicing these skills is procedural texts. The problem-based learning (PBL) model has been proven to be an effective approach in increasing student engagement. This research aims to analyze the usability of PBL-based teaching modules on procedural text material in elementary schools. The results of this research are the highest Feedback (UB) value, with a value of around 0.646%. This indicates that the Feedback variable (UB) is able to explain around 64% of the variables of the indicators. In contrast to the other side, the lowest value of the User Self Control (KDP) variable is seen in the variable which is only around 0.114. This shows that the motivation variable can only explain almost 11% of the variance of the indicators. Overall, this diagram provides an overview of how well each variable or construct is able to explain the variables of its indicators.
Keywords: Usability of Procedure, Text Material Teaching, PBL Model

1. INTRODUCTION

Learning at the elementary school level plays a crucial role in building the foundations of students' critical, creative, and collaborative thinking skills. One component of Indonesian language instruction that is particularly relevant for developing these abilities is procedural text. This material aims to help students understand, construct, and apply systematic steps in various everyday activities. To support effective learning, innovative approaches and instructional media that can optimally facilitate students are required. Procedural texts are texts that explain steps in a complete and clear manner on how to do something (Simatupang, 2020). According to Amin et al. (2021), learning procedural texts is very important for students because it can enhance their knowledge and understanding of the steps or stages that must be followed before performing an activity (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

The Problem-Based Learning (PBL) model has been proven to be one of the effective approaches for increasing student engagement. PBL focuses on real-world problem solving as the core of the learning process, enabling students not only to understand concepts but also to apply them in practical situations. Problem-Based Learning is an instructional model that begins with authentic (real) problems that are relevant to the subject matter, thereby training students to think critically in solving problems and fostering their problem-solving skills (Nofziarni et al., 2019). The purpose of the PBL model is to help students become more active learners and

consistently think critically when addressing problems encountered in the learning process. As stated by Hosnan (2014), "The objective of Problem-Based Learning is to help students gain diverse learning experiences and change student behavior, both in terms of quality and quantity." Meanwhile, Fathurrohman (2015) emphasizes that "the main goal of Problem-Based Learning is not the delivery of a large amount of knowledge to learners, but rather the development of critical thinking skills and problem-solving abilities, while simultaneously fostering students' capacity to actively construct their own knowledge." To support the implementation of PBL, a PBL-based teaching module is designed as an interactive, systematic, and student-centered learning guide (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024).

This study aims to analyze the usability of a PBL-based teaching module for procedural text material in elementary schools. The usability evaluation includes effectiveness, efficiency, and user satisfaction, involving both students and teachers in using the module. The findings of this study are expected to provide insights for the development of innovative and applicable teaching modules and to support the creation of high-quality learning processes in elementary schools.

education serves as the foundational stage for students to acquire knowledge. Therefore, teachers are required to implement instructional strategies that can better motivate students to learn and make learning more meaningful. Along with advancements in technology, elementary school teachers are expected to adapt to these changes by integrating learning with appropriate teaching modules.

The variables used in this study include User Self-Control (KDP), User Activity (AP), Cooperative/Collaborative Learning (PKK), Goal Orientation (OT), Implementation (PEN), Added Value (NT), Motivation (MOT), Value of Prior Knowledge (PTPS), Flexibility (FLE), Feedback (UB), and Usability (USA).

2. METHOD

This study employs a quantitative research approach using a survey method with questionnaires. Survey research is a form of activity that has become common in society, and many individuals are familiar with this type of research as a distinct methodological approach (Adiyanta, 2019). In survey research, the use of questionnaires is generally limited to collecting data on demographic characteristics, social environments, activities, opinions, and attitudes of respondents (Abdullah, 2015).

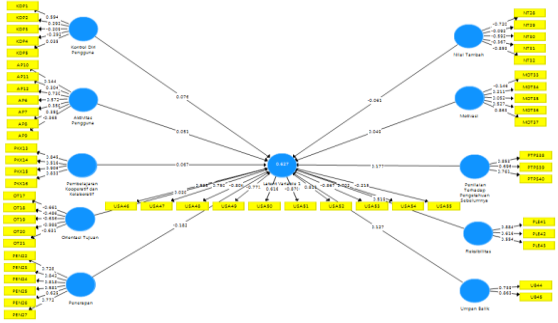
The study was conducted with 100 elementary school teachers using a Google Form distributed to teachers in the city of Bogor. The focus on elementary school teachers is based on the consideration that elementary

3. RESULT AND DISCUSSION

Result

Based on the results of a study involving 100 respondents, the usability of the learning device in the form of a teaching module is described as follows:

Picture 1. Outer Loadings



The diagram presents a conceptual model illustrating the relationships among various variables. At the center of the diagram is a main variable that appears to be the primary focus, represented by a larger blue circle. Other variables are connected to this central variable through linking lines.

The variables in the diagram are grouped into several categories, including User Self-Control (KDP), User Activity (AP), Cooperative/Collaborative Learning (PKK), Goal Orientation (OT), Implementation (PEN), Added Value (NT), Motivation (MOT), Prior Knowledge Value (PTPS), Flexibility (FLE), Feedback (UB), and Usability (USA).

Each variable is assigned a numerical value or weight, which appears to represent its level of importance or contribution to the Usability (USA) variable. From the diagram, it can be observed that the highest values are associated with user activity related to the learning device in the form of a teaching module, as evaluated by 100 respondents. The four variables with the highest scores are Feedback, Cooperative and Collaborative Learning, Evaluation of Prior Knowledge, and Implementation.

Tabel 1 Construct Reliability and Validit

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Aktivitas Pengguna	0,768	0,027	0,435	0,193
Fleksibilitas	0,471	0,582	0,734	0,489
Kontrol Diri Pengguna	0,821	-1,350	0,038	0,114
Ussability	-1,139	0,911	0,001	0,523
Motivasi	0,415	0,128	0,368	0,218
Nilai Tambah	0,755	0,213	0,680	0,350
Orientasi Tujuan	0,871	1,153	0,820	0,490
Pembelajaran Kooperatif dan Kolaboratif	0,801	0,886	0,865	0,625
Penerapan	0,834	0,885	0,874	0,540
Penilaian Terhadap Pengetahuan Sebelumnya	0,660	0,673	0,815	0,597
Umpan Balik	0,459	0,483	0,784	0,646

4. CONCLUSION

Eased on the path diagram, it can be seen that there are complex relationships among the variables examined in this study. Several important conclusions can be drawn:

All variables—namely Feedback (UB), Cooperative and Collaborative Learning (PKK), Evaluation of Prior Knowledge (PTPS), and Implementation (PEN)—have direct relationships with the usability of the learning device in the form of a teaching module.

The strongest contribution is provided by the Feedback (UB) variable, with a value of 64%.

The weakest contribution is observed in the User Self-Control (KDP) variable, with a value of 11%. among all

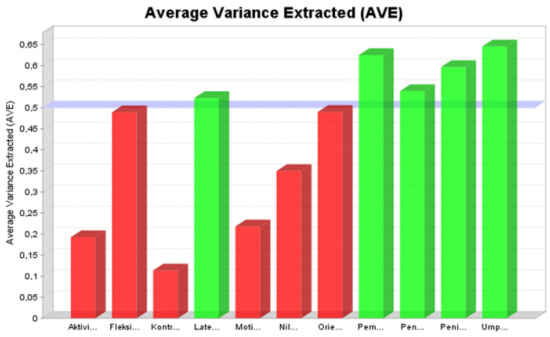
5. ACKNOWLEDGE

The bar chart presents usability values for several variables. Feedback is one of the variables used to evaluate validity in the measurement model analysis. A higher Feedback value indicates that this variable is able to explain a greater proportion of variance in its indicators.

In the chart, the Feedback (UB) variable shows the highest value, at approximately 0.646 (64.6%). This indicates that the Feedback variable is able to explain about 64% of the variance in its indicators. In contrast, the User Self-Control (KDP) variable has the lowest value, at approximately 0.114. This suggests that this variable explains only about 11% of the variance in its indicators.

Overall, the chart provides an overview of how well each variable or construct explains the variance of its indicators. A high Feedback value indicates good convergent validity, whereas lower values suggest the need for improvement or further development of the corresponding variables. This information is useful for researchers and practitioners seeking to understand the measurement quality of learning devices or teaching modules in achieving relevant usability.

Picture 2. Teaching Module Acceptance Graph



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