

## Research Article

# Module Development as Lecturer Services-Based on Ministerial Regulation

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This paper was motivated by the Regulation of the Minister of Education and Culture Number 24 of 2012, the lack of local wisdom of student lack, and teaching constraints of Leadership Management courses at Universitas Sembilanbelas November Kolaka. This study aimed to develop teaching materials for Leadership Management courses to address the mentioned issues. The learning module was developed through Borg and Gall development model to fulfill the needs. This study showed that the product can be used. However, further research is recommended.

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## 1. Introduction

Leadership Management course is one of the compulsory subjects in the Management Study Program of the Faculty of Social and Political Sciences (FISIP) Universitas Sembilanbelas November Kolaka (USN Kolaka). This subject was designed to guide students in understanding the concepts and philosophies of leadership, to understand the development of leadership theories and approaches. And also understanding the functions and roles of leadership, applying leadership styles in public organizations, understanding values and morals in leadership, mastering the elements of leadership, and understanding strategies in leadership.

As a new study program, almost all courses in the study program are still in the maturation process, including the Leadership Management Course. The development of the leadership courses module was based on obstacles during the learning process. The barrier is lack of availability of teaching materials that students can be downloaded, especially leadership course, as a result of this barrier, students have a limits access and less literature support in achieving learning objectives. Developing teaching materials of

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leadership course is expected to increase student interest and motivation in attending lectures to achieve learning objectives as previously planned.

Besides these obstacles mentioned, researchers also concern about the moral decline of the Indonesian communities generally. Several great teachers highlight that one of the reasons is the low morality of today's dreamers. Talking about the character, of course, cannot be separated from local wisdom where a person grows, and once again, Indonesia is very rich in local wisdom, including leadership. Unfortunately, these wisdom values seem to be extinct and forgotten. Therefore, the textbook developed in this study highlights the importance of the local wisdom of leadership in Southeast Sulawesi.

At least three motivations, namely lack of teaching materials, the effects of distance learning, and the need for local leadership role models, are the drivers of the need for the development of leadership textbooks based on local wisdom in Southeast Sulawesi.

## 2. Literary Review

A drastic change in education during the Covid 19 and Post Covid-19 pandemics is the demand for educational technology. Teachers can teach anywhere, as well as those who learn. All are encouraged to use technology by the Indonesian government. Utilizing technology in learning is not a new challenge, nor can it be avoided. However, it has become increasingly urgent as a necessity due to the problems of the Covid-19 pandemic. The physical distancing policy to deal with the spread of the Covid-19 virus forced the implementation of online distance learning at all levels of education.

The pandemic poses a special challenge for educators because in this situation, learning is done online. Of course, this is a new challenge for educators. From teaching methods to individuals in each course taught by each lecturer online media must be used. According to Agarwal & Pandey<sup>1</sup> defines online learning (e-learning) is defined as learning using sophisticated digital media based on information communication technology. Furthermore, Abeysekera & Dawson<sup>2</sup> stated that this definition implies a distance between lecturers and students because lectures, assignments, and tests are all done on a virtual platform. This is reinforced by Gallagher,<sup>3</sup> who stated that assigning students to research, recording videos, and presenting the results in virtual classes will lead to more meaningful, effective, and fun learning during the pandemic.

Furthermore, the term Distance Education (PJJ) is contained in Law Number 20 of 2003 concerning the National Education System Article 1, which states that Distance

Education is education in which students are separated from educators. In the regulation, it is also explained that what is meant by PJJ is education whose students are separate from educators and learning using various learning sources through information and communication technology, and other media. Learning uses various learning resources through communication technology including information and other media. The separation between educators and students is a specialty of PJJ.

During the PJJ period, students should ideally have high independent learning abilities because the PJJ environment demands a high level of independence in learning. According to (Belawati, 2005)<sup>4</sup>, the graduation rate of PJJ students is only about 23%, which is probably because psychologically, PJJ students are not ready to study independently. Without the ability to learn independently, PJJ students will experience obstacles in completing their studies. The physical absence of a teacher at the PJJ increases students' responsibility to complete assignments independently. This is difficult, especially for students with low learning independence abilities<sup>5</sup>.

One of the implementations of the Regulation of the Minister of Education and Culture Number 24 of 2012 concerning Distance Learning (PJJ). It is a learning process that uses online learning media. The implementation of online learning can be achieved using a blended learning system. The application of knowledge by utilizing online media in Indonesia is supported by Permendikbud Number 68 of 2014 concerning the role of ICT educators and educators of computer skills and information management in implementing the 2013 curriculum. Therefore, online learning has become a challenge during COVID 19 pandemics<sup>6</sup>.

Leadership is the ability of a person to influence and motivate others to do something according to a common goal. Leadership includes influencing organizational goals, motivating follower behavior to achieve goals, and improving the group and culture. Meanwhile, power is the ability to influence other people to do what the other party wants. "The art of influencing and directing means such way to obtain their willing obedience, confidence, respect, and loyal cooperation to accomplish the mission." Leadership is the art of influencing and moving people in such a way as to gain obedience, trust, respect, and cooperation in completing tasks<sup>7</sup>.

In the context of local wisdom, Southeast Sulawesi is inhabited by four major tribes, namely Tolaki, Buton, Muna, Moronene, and Bugis, as immigrants. Each of these tribes has local wisdom, which is reflected in their daily lives, including leadership. Although each ethnic group has different characteristics in its application, it reflects the values of Pancasila.

In the history book of Southeast Sulawesi and 40 Years of Southeast Sulawesi Building, it is stated that several community leaders in Southeast Sulawesi, including Haluoleo or Sultan Qaimoeddin, have shown excellent leadership values. This example is reflected in some attitudes toward managing the government in Southeast Sulawesi. The traits referred to are the characteristics of outstanding and charismatic leadership, nurturing nature, moral nature, encouraging personality, courage and heroic nature, fortitude and patience, deliberation and consensus, and subtlety and humility. Of the eight characteristics, Southeast Sulawesi leaders show leadership identities that contain religious, humanistic, aesthetic, objective, and unifying values of the nation's ethnicity.

The above cannot be separated from the philosophy of life owned by the people of Southeast Sulawesi, namely skin *pobinci-binci*, which means pinch yourself; if it hurts, other people will also feel sick when pinched. Next, it says

*Yinda-yindamo arata – Samonamo karo*

*Yinda-yindamo karo – Samonamo lipu*

*Yinda-yindamo lipu – Samonamo agama*

This means that the property will be destroyed as long as the self can be saved, so that the self from the country of origin is safe, so that the country of origin of religion is safe. This principle of life teaches that surrender is entirely for religion.

Furthermore, in the Tolaki community, the philosophy reads *Mohopelei Wanua – mombulsako toono nggapa, mosiwi-siwi toono meohaiy ilakoano samaturu mbe-pokoaso*, that is, managing the country becomes one with its citizens, harmonizing the families of the community, and the way of unity and cooperation.

In the Muna community, the philosophy says *nohansuru-nohansuno badha sumano kenohansuru ajati – Nohasuru-nohasuru ajati sumano kenohansuru liwu, nehansuru-nehansuru liwu sumao kenohansuru agama*. Let's destroy the original body, don't destroy custom, let it ruin the origin, don't destroy the country, let the government be destroyed, not religion. This philosophy has always existed in the leadership of the people of Southeast Sulawesi, and is expected to continue to grow until the end of time.

### 3. Methods

Broadly speaking this search is development research. In collecting data researchers make MIX METHODE. A number of data is quantitatively presented and then described qualitatively to strengthen the findings. Step development of research is applicable through several stages: preparation, revision, and submission of proposals; review of

research sites; preparation, validation and revision of research instruments; analysis of teaching materials; analysis of the concept of teaching materials; and data collection in the field. In the second stage, the content and design of teaching materials were designed, teaching materials were prepared, teaching materials were validated by experts (content or material, language, design, and curriculum), revision I, preparation of draft reports, finalization of report results, submission of draft reports, preparation of seminars research results, revision of the final report, and submission of the last information.

Technically, the research and development method, according to (Sugiyono, 2010)<sup>8</sup>, is a research method used to produce specific products and test the effectiveness of these products. The product used in this study was a learning module. The steps in developing this product through several stages can be summarized as follows (1) needs analysis, (2) product design and manufacture, and (3) validation.

Meanwhile, in developing the learning module, interpreting the concepts and theories of leadership in developing the learning development steps by Borg & Gall<sup>9</sup>. The flow of the development steps is illustrated in Figure 1.

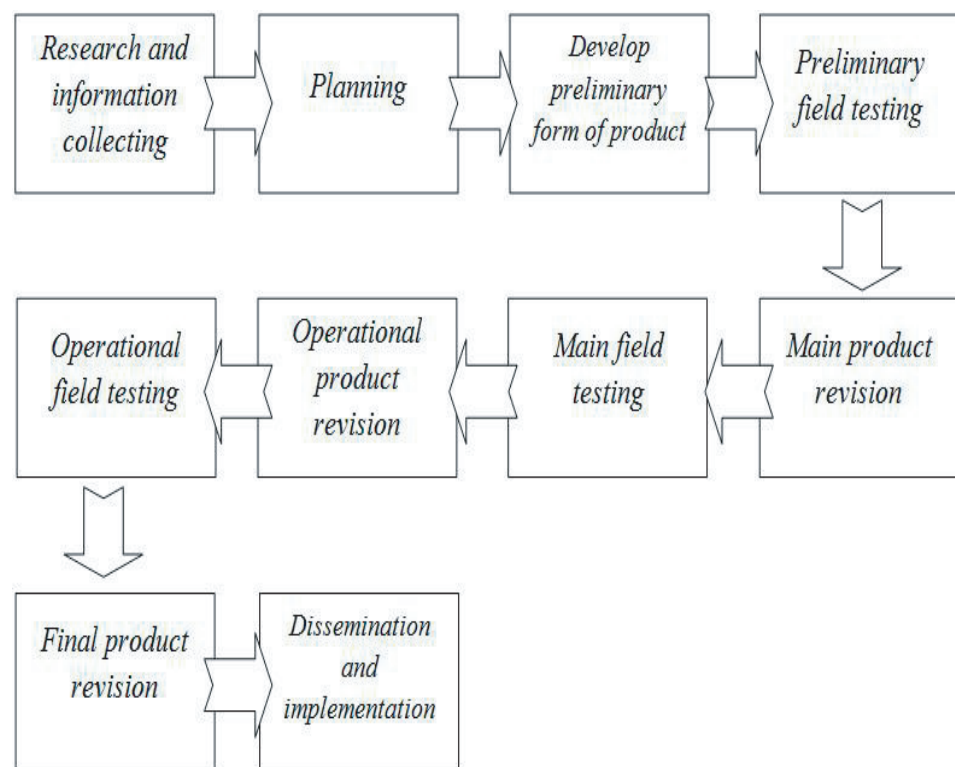


Figure 1: Borg and Gall Development Procedure.

## 4. Results

This section describes findings in the process of developing leadership management modules and the feasibility of the module interpreting the concept of Leadership Management. The development of learning modules to analyze the concepts and theories of leadership refers to the flow of Borg and Gall's development steps. Based on these steps and the development research that was conducted, the following were discussed: (1) Initial information collection, (2) Planning, (3) Initial module development, (4) Validation, and (5) Revision.

Research and initial information collection were carried out as a step in identifying problems and collecting data, and preparing to formulate a research framework. The identification and initial data collection were carried out by observing and interviewing two main respondents they are the subject lecturer and students of the USN Kolaka Management Science Study Program, and learning analysis. To explore more information in related to the Leadership Management Courses module, the researcher worked collaboratively with all Management Study Program lecturers, many lecturers from the State Admissions Study Program, and students.

The teaching material taught by the lecturer is a material that is adapted to the competencies summarized in the syllabus. Learning outcomes in the teaching and learning process can be seen in the quality of the graduates produced. In this case, a lecturer must be careful in choosing and applying teaching methods to obtain high-quality graduates. Delivering learning materials in the Leadership Management course, lecturers still use conventional methods, namely lectures and demonstrations with the media used such as whiteboards and assignment sheets. During the Covid-19 pandemic, lecturers used online media, including the WhatsApp application, Zoom meeting application, Edmodo application, and Google Meet application. Because of network limitations, students sometimes do not attend lectures effectively. Students sometimes travel long distances to get signs to attend classes. At the same time, the material given by the lecturer was sometimes only in the form of lecture material that is not recorded so that many students miss lessons. At the interviewed session, the student conveyed what was also acknowledged by the supporting lecturer that the material taught was not following the RPS given, in the sense that it was incomplete in both general and exceptional competence.

Lack of knowledge and understanding of leadership concepts and theories is a problem that can be observed after students joining the course. In interviews conducted with many students, it was found that awareness of self-study was still low. The average

student learns during lectures only, and if they study independently, it's because there is a task. Especially during the Covid-19 pandemic, students tend to relax taking lecturing by daring system that they think are more relaxed than the atmosphere of offline session.

At this stage, the researcher interviewed a traditional leader in the Kolaka area to explore the values of the local wisdom of leadership in Southeast Sulawesi. He said that Southeast Sulawesi is rich in philosophies of life. One of the leaders of Southeast Sulawesi that should be imitated is Haluoleo, who later Islamized Buton and became the First Sultan of Buton. According to the young man, making Haluoleo story as one of the leading leader story material whose characteristics was studied during the lecturing process at the university. Hopefully, it can inspire students, especially from Southeast Sulawesi. According to him, the authority of the former leader could not be separated from Sufism. The dreamer cannot be separated from the possession of sacred things. Leaders will always be with respect to and serve their religious supernatural values. However, to maintain their magical powers, the dreamer has several prerequisites that require these leaders to unite God, humanize humans, and respect the earth. The former leader had a unique charisma for his followers.

Based on information from some of the results obtained and discussed, the identification of needs is received in the form of the need to procure teaching materials that students can study independently, namely in the form of learning modules.

In addition, at this stage, researchers conducted three coaching sessions, namely coaching on module material with linguist Dr. Wayan Pageyasa, M.Pd, coaching on language learning, namely Dr. Nur Ihsan, M.Hum, and coaching with a design expert in this case, Muh. Nurtanziz is an IT-based learning media expert. Through this coaching session, the researcher found an overview of the draft module that would be arranged in terms of material content, the spelling of the language used, and the module design model.

Teaching materials module were prepared based on the principles of developing a model of teaching materials based on theoretical studies, identification of needs, research and initial information collection, and syllabus design. The teaching materials were learning modules for students in the USN Kolaka Management Science Study Program. This module is divided into three main sections. The first contains Cover, face, Table of Contents, Module Position Map, Glossary of Terms, and Chapter I (Introduction). The second section contains Chapter II (Learning) in which there are 5 Learning Activities including Learning Activities 1, Learning Activities 2, Learning Activities 3, Learning Activities 4, and Learning Activities 5. The third part contains Chapter III (Closing) and Bibliography.

Validation was performed by three experts' coaching session. The primary purpose of expert validation was to obtain input from several experts on teaching materials developed to make revisions and determine the product's feasibility before field trials were carried out. Assessment by material experts includes aspects of module characteristics and evaluation by experts.

Product revisions in terms of media were quite a lot of product revisions. Some parts of the module that required revision. Revisions in terms of media include the consistency of the writing format and clarity of the images on the module. Also, some parts of the module content were deemed unnecessary and were omitted from the analysis.

The feasibility of the learning module interpreting leadership concepts and theories was analyzed based on the results of assessments by material experts, media experts, supporting lecturers, and students' response. The results of the feasibility of the module are considered suitable for use if they are in the category of "Good" criteria.

## 5. Discussion

The module development process refers to the flow of the Borg and Gall development steps, and from the development flow, it is reformulated with the following steps: (1) Initial information gathering; (2) Planning; (3) Development of the initial module; (4) Limited test and first product revision; and (5) Field trial and second product revision. The development process in this study was performed only until the initial module development stage then revis. The development flow was identified as the appropriate procedure because the development process consisted of three main steps: making the Leadership Management module, testing the feasibility of the module, and testing the effectiveness of the module. With the development process, the module is expected to be feasible and effective as a learning module.

The assessment of the quality of the module by the supporting lecturer is to test the suitability of the module material developed for the material to interpret the concepts and theories of leadership taught in schools. This test was carried out by Mr. Arafat Yasir, M.Si as a Lecturer in the Leadership Management course. Module assessments were conducted using a questionnaire. The lecturer's evaluation results in terms of the quality of the material were 89%. Based on the achievement percentage scale, the quality of the module material for interpreting leadership concepts and theories is included in the "outstanding" category. It is suitable for use as a learning module and is ready to be tested on a broad scale, namely on students.



The feasibility assessment test was conducted in 3 stages. The first assessment stage by material experts with the score obtained was 93% perfect criteria category. Media experts assessed at the second stage score of 93% in the excellent criteria category. The third stage by the lecturer with the score obtained was the 89% in the perfect criteria category. The learning module for interpreting leadership concepts and theories developed in this study is suitable for use as a learning module. The average value of the module product feasibility for solving leadership concepts and ideas was 88% and was included in the perfect criteria.

Perfect criteria are assessment criteria that fall into the highest rating category. A revision process obtains these results to obtain a module that is suitable for use by students. Paying close attention to experts' opinions in the product preparation process is the first step in the product revision process. From this step, the product was improved based on the opinions of experts and theoretical studies on the preparation of the module. The parameters that become the essential reference for the practice of the module to interpret leadership concepts and theories are module characteristics, module digestibility, language use, appearance, organization, media display, and usability. These parameters on the preparation of the module interpret leadership concepts and theories into student needs and make the results of the feasibility assessment fall into the "very good" category.

## 6. Conclusion

Based on the results of the research and discussion, it can be concluded that the process of developing learning modules to interpret leadership concepts and theories based on the flow of Borg and Gall's development steps, with the following steps: (1) Research and initial information collection; (2) Planning; (3) Development of initial product format; (4) Validation and (5) Revision.

The learning module for interpreting leadership concepts and theories developed in this study is worthy of being used as a learning module. The average value of the module's feasibility in interpreting leadership concepts and ideas was 88%, which is included in the outstanding criteria.

The next researcher is expected to complete the development steps up to the trial phase and final revision so that the developed module was practical. In developing further learning modules, it is necessary to pay attention to the layout of the images and the organization of writing on the module to make it more attractive without reducing the clarity of the material.

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