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Enhancing Students' Learning Motivation by Applyıng Reflectıve Pedagogy to Modules for Junıor High School

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ABSTRACT

The Reflective Pedagogy Paradigm is an art of thinking and doing something thoughtfully that incorporates humanistic values into conscious subjects consciously. This paradigm endorses the meaning of each topic within learning materials based on the students' own experience. Students take into their consciousness life values with learning materials by themselves or by their groups in order that they can practice it in daily life. This study is aimed to develop an eligible module using reflective pedagogy and revealing the impact of the use of module on students' motivation to study and experience. In this study, the developmental research method was used for resolving learning problems within eight grade of Junior High School Students during the Catholic religion class. ADDIE (analysis, design, development, implementation, and evaluation) model was used as the module development method in this study. This study used the non-test method as the data collection technique with questionnaire and interview as the instruments. The data analysis techniques used in this research were descriptive quantitative methods. The results of this research show that the use of the module in eight graders Junior High Schools categorized as eligible based on media and material experts. Thus, it can be concluded that the module is suitable for use. The improvement appeared after the implementation conducted using the reflective pedagogy module. The result shows that students' motivation is significantly higher than before using the module according to t-test calculation. The result of post-test and pre-test score is statistically different so that means that the implementation of the reflective pedagogy in religion subject improves learning motivation

Keywords:
teaching material, reflective pedagogy, learning motivation, module

1. Introduction

In general, education is a communication process which includes the transformation of knowledge, values, and skills through complex institutions. The important roles of education are creating human resources with specific qualifications based on the era in order to survive. In the 21st century, there is development on the qualification that should be owned by human resources which shifted from simple cognitive skills to be more complex (Jerald, 2009). The complex cognitive skill is a challenge because it is only can be reached by complex and meaningful learning. The fashioned model of teaching will be difficult to follow those needs. Conventional learning processes which are often carried out by teachers at the junior high school levels should be abandoned since lack of the reciprocal communication process between teachers and students. Teachers pay less attention to the context and background of each student, even though they have their own experience, context, background. Emphasizing on the cognitive side is more dominant in the learning process. Students often do not recognize the benefits of any teaching material in their everyday life. Students

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learn only to get a score, not to understand (non scholae sed vitae discimus). Those facts make the teacher lacks integrating human values in each teaching material during the learning process. The ideal learning process should integrate human values in any teaching materials so that students are not only developing the competence, but also the treated side of the conscience and compassion. This is emphasized in the learning strategy of the reflective pedagogical paradigm (Duminuco, 2000)

Learning is an effort exerted deliberately by educators to convey science, as well as to organize and create environmental systems with various methods so that learners can perform learning activities effectively and efficiently with optimal results. Learning is the process of interaction among learners, between learners and educators, and learning resources to a learning environment. Learning by using the reflective pedagogy paradigm is one of strategy which can be a solution to overcome the problem of the learning process in the classroom. The teacher is expected to pay more attention to the background and characteristics of each student in the learning process(Dick, Carey & Carey, 2009). Student characteristics of are known conditions that are owned by the target audience or target group when students follow learning. The paradigm of reflective pedagogy gives humanity values in every teaching material (Connor, 2014). Thus, students as individuals can develop as a whole and integral in competence, conscience, and compassion. The role of the teacher is only as a facilitator, in every learning process in the classroom (Witfelt, 2000).

A learning strategy is one of the factors that need to be considered by teachers or educators in their learning process. It consists of: (1) learning organizing strategy, (2) learning delivery strategy, and (3) learning management strategy (Uno, 2013). The example of the second strategy, the learning delivery strategy, concerns the use of eligible teaching materials during the learning process (Proulx, 2006). After determining the appropriate strategy, selecting material is also an important part. Teaching materials are important for the implementation of education in schools. Through selective teaching materials, teachers will find it easier to implement the learning process, and students will be more helpful and find it easy to study. Teaching materials can be created in various forms based on their needs and characteristics to be presented. Hadar explores how textbooks function in education. It asked whether opportunities provided in textbooks to engage in tasks demanding different levels of understanding correlate with students' achievements for tasks demanding equivalent levels of understanding on a standardized exam (Hadar, 2017).

In fact, most teachers have been using instant conventional teaching materials, and they do not even do any effort to plan, prepare, and arrange the teaching materials by themselves. An interesting, effective, and fun learning process cannot be created by only using the instant learning materials. On the contrary, a teacher is required to be creative in arranging innovative, varied, interesting, and eligible teaching materials that suit students' needs to create an interesting and fun learning process. The use of teaching materials sources in junior high schools is still limited to the instant teaching materials prepared by the government and students' activity sheets prepared by teachers. The book was given by government sometimes seems less interesting to be used as teaching material for students because of its less attractive appearance; sentences are too long, and the students feel that the book's size is less practical. These points make them less interested in reading and then doing several activities of learning. In addition, they do not have other reference books that can help them to learn independently.

Based on the above explanation, an innovative, creative, supportive and attractive teaching material needs to be developed. One alternative is to develop a supporting material in the form of a module combining the step of reflective pedagogy in the activities of learning. Ease of understanding the material will bring about the motivation to succeed.

1.1. Learning Motivation

Motivation and learning are two things that influence each other. Learning is a change in a person's behavior is relatively permanent and potentially occurs as a result of reinforced practice, which is based on achieving a certain goal. Learning motivation can arise in a person because of intrinsic and extrinsic factors. Intrinsic factors, for example, desires and desires to succeed and encouragement of learning needs, hopes for ideals (Rockinson-Szapkiw, Holder & Dunn, 2011). Whereas the extrinsic factor is the existence of encouragement from outside of someone's personal self who learns, for example, the existence of awards, praise, a conducive learning environment, and interesting learning activities, and fun. Both intrinsic and extrinsic

factors are caused by certain stimuli so that someone has the desire to do more active and uplifting learning activities. Motivation is a change in energy in the human person which is characterized by the appearance of feelings and reactions to achieve a goal (Hamalik, 2003).

The nature of motivation to learn is internal and external motivation for each student to make behavioral changes. Motivation to learn is promoted when a learners' curiosity is aroused due to a perceived gap in current knowledge (Keller, 2008). This motivation will have a big role in the success of each student in learning. The indicators of learning motivation can be classified as follows: (1) the desire and desire of someone to succeed; (2) there is encouragement and need for learning; (3) future hopes and ideals; (4) appreciation in the learning process; (5) the existence of interesting and enjoyable learning activities; (6) the existence of a conducive learning environment, allowing students to learn comfortably and well (Sardiman, 2005). Learning requires motivation since it is an essential condition of learning. Learning outcomes will be optimal if there is motivation in each student. The more appropriate the teacher gives motivation to each student; the students will be more successful in the learning process and get optimal learning outcomes. Students who have high motivation in learning, the learning outcomes will be better, when compared with students who have less learning motivation (Wang & Guthrie, 2004).

Students; motivation can reach a high level during the learning process. Therefore, a teacher should pay attention to the following things: (1) optimize the application of the principle of learning, namely that the presence of students in the classroom is a learning motivation that comes from students; (2) optimizing dynamic elements in learning. In the learning process, students may have obstacles in learning because they have problems. Educational psychologists said that the mental strength that drives learning is a motivation to learn. Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. In motivation contained the direction of attitudes and individual learning behavior. Motivation basically functions as a driver of business and achievement. The existence of good motivation in learning will show good learning outcomes. In other words, that with diligent efforts and especially based on high motivation, someone who learns will be able to achieve better learning achievement.

1.2. The Reflective Pedagogy Paradigm

The main source of reflective pedagogy is Ignatius Loyola. That is why it also called as Ignatian Pedagogy. He founded the Religious Order of the Society of Jesus in 1540. This group of religious priests was not first established to start schools. But in the development, and for the needs and interests of society at that time, Ignatius had to make a big decision to choose the apostolate of education as one of the effective means for the development of people who excel in faith and character. Changes in society will become increasingly humane depending on how young people are educated as the principe of Puerilis institution est renovation mundi (education for young people is a way to change the world).

The success of the schools which had been established by the Jesuit priests became a wonder and question for many people at that time. Schools that were founded by Jesuit priests were so numerous and spread so quickly and were in demand by various countries in Europe. What is taught in the school, what are the activities and how to educate those young people? A set of teaching plans for the school priests is the key to their success. The supreme leader of the Jesus union order, Claudius Aquaviva, formed a work team in 1581, whose task was to collect the best practices from schools belonging to the Jesuit order. Then the team formulated a teaching plan that was widely known in the world of medieval European education with the name of Studiorum Ratio, which was abbreviated from the ratio of at que institute studiorum societatis jesu (teaching plan for Jesuit education institutions). The team completed the draft of studiorum ratio in 1586 and was used ad experimentum, to be evaluated later. Since then more than 1,000 schools managed by the priests of the Jesus union order in various places have always referred to the studiorum ratio to develop school education activities. In order to celebrate the 400 year age Ratio Studiorum, the highest leader of the Jesus union order, Peter-Hans Kolvenbach SJ, formed a team to reformulate the studiorum ratio, to fit the context of the era. The result was the publication of the book "The Characteristics of Jesuit Education" in 1986 (Kolvenbach, 2014).

Reflective pedagogy is a call to human excellence and the fullest possible development of the whole person: intellect, feelings, head, and heart. It seeks to uncover and explore relationships, insights, conclusions,

problems, solutions, and implications in the life long quest to understand what it means to be human (Font-Guzmán, 2014). The tradition is not limited to certain areas of education; rather it is ubiquitous, comprehensive, and can be applied to any discipline. Jesuits issued the Ratio Studiorum in 1599, providing a statement of principles and objectives for the Jesuit colleges around the world. The reason for the Ratio Studiorum is relevant to this day is due to the fact that its lessons were meant to endure and evolve as education and learning evolved; it was created to be a living document. The methodology is flexible and evolves over time to stay current and relevant. Jesuit pedagogy incorporates techniques from a variety of sources in order to contribute to the intellectual, social, and moral formation of the whole person.

In 1993, in Rome, the center of the government order of the union of Jesus, there was a team assigned to disseminate the characteristic of Jesuit education. This team gathered a number of education experts from Jesuit schools throughout the world. They gathered and shared experiences on key methods in the implementation of modern education that was in accordance with The Characteristics of Jesuit Education. They are well aware that the basic spirit that forms the foundation of Jesuit education is the spiritual practice taught by Ignatius Loyola, founder of the Society of Jesus. They felt that Ignatius had inherited a pedagogical method which led to and developed from Ignatian spirituality.

The main dynamic of reflective pedagogy is the continuous interaction of three main elements, namely experience, reflection, and action, in the learning process (Hayes, 2006). The three elements are complemented by other complementary elements, namely the context in which the experience takes place and evaluation after an action is taken. A very central element in reflective pedagogy is a reflection. This reflection is interpreted as listening attentively back to study material or certain teaching materials, experiences, ideas, proposals, or spontaneous reactions in order to capture the deeper meaning. Or in other words that reflection is an attempt to bring up the deepest meaning of each teaching material in human experience. The paradigm of reflective pedagogy has been widely used in various schools. The paradigm of Ignatian pedagogy is often also referred to as the paradigm of reflective pedagogy to show that the important point is a reflection (Jármai & Bérces, 2012).

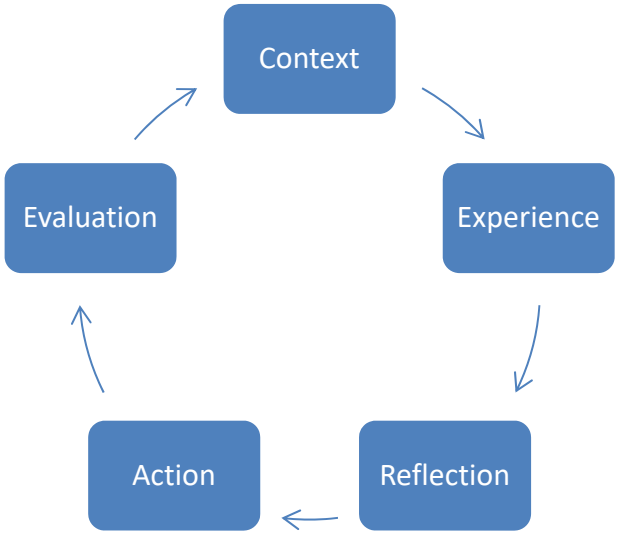

Fig. 1. Cycle of reflective pedagogy elements

1.2.1. Context

In this context stage, the teacher facilitates each student to examine the various contexts in his life. The main goal is so that each student can more accurately detect various kinds of possibilities that exist and that have the potential to support or hinder students in the learning process. The mindset of each teacher in starting the learning process with reflective pedagogy learning strategies must be more self-centered in each student (Henson, 2003). The teacher must understand as much as possible the various kinds of contexts that cover each student as subjects who will be motivated, and supported to achieve complete personal development.

Educators need to understand the world of students as a whole. The real-life context of students concerns the ways of life in the family, customs, habits, peers, culture, social society, politics, economics, religion,

media, art, school environment and other things that will influence the world of good students or bad (Subagya, 2012)

So, in essence, the context in reflective pedagogy is all the factors that support or hinder each student in following the learning process. From the teacher's point of view, this means that the context is: (1) personal recognition and concern for each student by the teacher and (2) a conducive environment for the learning process and growth in each student to interpret the values contained in the learning process. From the perspective of students, the context is more related to the willingness and readiness of each student to be able to learn and develop in order to achieve increased quality results (International Commision of the Apostole of Jesuit Educatio [ICAJE], 1993).

1.2.2. Experience

According to Ignatius, experience means "to have something in the mind" (Subagya, 2012). Experience presupposes the existence of facts, understandings, and concrete principles experienced by someone. From that experience, someone is invited to observe, recognize and interpret every fact, understanding or principle and what it means to the deepest in his life so that makes the experience to become a key element in education (ICAJE, 1993).

In a Jesuit school, learning experiences are expected to move students and students to surpass not only rote knowledge but become increasingly complex learning skills, understanding, application, analysis, synthesis, and evaluation (Loving, 2011). We use the term experience to describe each student and student activities where in addition to a cognitive understanding of the material being studied, students and students are expected to also capture the sensitivity of feeling. The term experience according to Ignatius is used to show each student's active activities that contain cognitive elements in the teaching material being studied. Every experience has data and facts that are cognitively absorbed by each student. This is done through the activities of asking, investigating, and analyzing various types of elements and their interrelationship with data from one another.

There are two kinds of experiences, namely direct experience, and indirect experience. Direct experience is the experience experienced by each student directly. That experience is usually experienced through interpersonal experience, group discussions, or research in the laboratory. Whereas indirect experiences occur in the learning atmosphere that students acquire through reading articles, news, listening to audio and viewing electronic media visually.

At this stage, students are guided to seek new understanding by comparing, contrasting, evaluating, analyzing, and synthesizing all mental and psychomotor activities to better understand reality. Examples of student activities that can be carried out at this stage include group discussions, research in the field or laboratory, the use of electronic media, visual films or animations, simulations, paper making and presentation, problem-solving (Collins, 2008). Active participation of each student through various activities will provide optimal meaning and influence on student learning experiences.

1.2.3. Reflection

Reflection according to Ignatius is used in the sense of looking back at certain study materials, experiences, ideas, proposals or spontaneous reactions. This is done so that each student can grasp the deeper meaning of the learning material he is learning. So reflection is a process that raises meaning in every human experience (Loving, 2011). Reflection means taking careful consideration by using memory, understanding, imagination, and feelings concerning the field of science, experience, ideas, desired goals or spontaneous reactions to capture the meaning and intrinsic value of what is learned. Through reflection activities, the experience gained by each student is expected to be more meaningful so that it can stimulate each student to take real action. At this stage of reflection, it will increase the depth of understanding that is formed and become a meaningful learning process (ICAJE, 1993). Reflections on Ignatian pedagogy are at the heart of the cyclical process of learning.

Reflection on reflective pedagogy becomes raw and meaningless if it only stops producing students' understanding and affective reactions. Reflections that begin with the reality of real experiences must end and lead to concrete reality to produce new experiences. Reflection can develop in every student if it leads to

real decisions and determination. Experience and reflection cannot be separated from each other. It is not possible for students to gain experience without reflection even if only a little. But on the other hand, all reflections presuppose an experience, intellectual, or affective regarding understanding, enlightenment, worldview, and views about oneself or others (Subagya, 2012)

1.2.4. Action

The action referred to in reflective pedagogy is that students interpret learning outcomes with mind and heart to realize their knowledge in real life practice (Hilton & Plummer, 2013). Actions that can be applied in ignorant pedagogies include project-based learning, problem-and based learning. Students who process their experiences in the reflection stage will form attitudes and values in students. The meaning of experience gained by students through reflection is intended so that students are able to make decisions and act significantly in everyday life. The knowledge that has been obtained by students during the learning process does not stop at the theoretical level but is directed and manifested in the real life of students in concrete environments.

1.2.5. Evaluation.

Evaluation in the process of reflective pedagogy learning is not only done on academic aspects but also on humanitarian aspects. Evaluations are conducted periodically to encourage teachers and students to pay attention to intellectual development, attitudes, and actions that are in line with the principles of men and women for and with others. Mastery of knowledge and skills is evaluated, among others, with written tests or tests, portfolios, projects, etc. Meanwhile, the development of personal attitudes is evaluated by personal interviews, examining student reflective journals/books, measuring student interpersonal relationships, observing students' activeness in the classroom, and others.

1.3. Review of Previous Related Study

Learning based on reflective pedagogy paradigm which is described by the framework of thinking Joyce and Weil (Joyce, Weil, & Calhoun, 2017) has the following elements: (1) Syntax or sequence of learning: steps starting from the phase: context, experience, reflection, action and evaluation; (2) Reaction Principles: the teacher must know and understand in detail every context of student life, the teacher acts as a facilitator in the learning process, the teacher in the learning process is student-centered; (3) Social system: the teacher knows, understands, and accepts the uniqueness of each individual student, the teacher guides, directs and learns with the students, the teacher creates a shared learning atmosphere between the teacher and students, and students with students, the teacher guides and direct students so students can get to know each other, be open and listen to experiences or ideas from peers; (4) Support system: syllabus and plan of learning implementation, teaching aids in accordance with the material taught, laboratory or laboratory space outdoors (surrounding nature), library space, reflection books or each student's personal journal, reflection books or teacher journal; (5) Instructional effects: where students feel the learning experience with peers, students can be more active, creative and innovative to absorb the materials, students independently found their knowledge and solve their learning problem by their selves or with their friends, the learning outcomes increase within the materials learned (6) Nurturant effects: students can work together with their peers, students learn to communicate and express their idea and thought, students can respect and understand each other, students learn to help and finally foster solidarity

The reflective pedagogy has some strengths such as can make (1) students having a real experience, and actively participate in the learning process, (2) students having an ability to do reflection to their experience during the learning process and finding the meaning of each learning. (3) students can learn to take a decision on their reflection result to do a concrete action in daily life; (4) teachers having an optimum chance to be a facilitator and motivator during their students independent learning; (5) teacher having a better psychological relationship to the students and deeply understanding every single context of them.

The use of reflective pedagogy was proven by several researchers to increase students' motivation. For example, a study conducted by Hartana, Setyosari, Kuswandi (2016) resulted an improvement of elementary students in learning science. By using Tuckman and Happer (2012) model of classroom action research, they can implement the reflective pedagogy to solve the motivational problem of students in two cycles of

treatment (Hartana, Setyosari & Kuswandi, 2016). The reflective pedagogy appeared from the nature of theology or religion education and the chosen paradigm is supposed to be better applied in religion context even though has a wide use (Ihssen, 2011). The combination of pedagogy and book or module was notified to be a solution. Some students report simply preferring a text based book(Jamali, Nicholas & Rowlands, 2010). Clearly, many researchers have been primarily focused on empirical research on the effectiveness as a learning tool (Woody, Daniel & Baker, 2010).

2. Methodology

2.1. Type of Study

This is a developmental study to create a module in a religion teaching using reflective pedagogy. The development model used in this study was ADDIE proposed by Molenda (Molenda, 2003). It consists of five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The aim of this research was to evaluate the product developed in terms of enhancing students' motivation. To reach the conclusion of effectiveness in promoting students' motivation, the researcher will precedes the qualitative study to describe the importance of development (in Analysis part), the combination of reflective pedagogy in module created (n design part), the expert judgment on module quality (in Development) then directly through the effectiveness assessment (in Implementation and Evaluation parts). The research was sequentially and done during October to december 2018.

2.2. Participants

The subjects in this study were 120 students of eighth grade at Junior High Schools in Indonesia. All of the participants were range from 12-14 years old students and consisted of 60 male and 60 female. The obtained data in this study were quantitative data as the primary data and qualitative data in the form of respondents' suggestions. The data provided an overview of the quality of the developed module. 1) The data from media experts were in the form of product quality seen from the aspect of visual media display. 2) The data from material experts were in the form of product quality seen from material aspects and teaching design. 3) The data from the respondents i.e. the eight grade students were in the form of assessment of the product quality seen from the aspects of visual media display, material, and teaching design.

2.3. Data Collection Technique

The data collection techniques used in this study were questionnaires and interviews. The data were analyzed using a descriptive quantitative statistic. The data collection instrument used was that of a questionnaire. The questionnaire from the media and material expert was analyzed by using a descriptive quantitative method. The percentage was obtained based on the calculation of scores on the Likert Scale. Thus the result of motivation is analyzed using a t-test to find the statistically different before and after the use of the module. The interview is used in the analysis part to gain basic problem faced by teachers and students related to teaching materials. Ustructured interview was taken to draw the characteristics of teaching materials and the difficulties faced on its application. The data from interview section is tabulated by the collecting based on their pattern and relation towards certain topics. The interview is also used in evaluation part to gain information about the teachers' opinion and statisfaction on the product developed.

2.4. Instruments

Since motivation cannot be directly observed, self-reports are most commonly used to measure motivation. Numerous motivation instruments have been developed and validated (Schunk, Pintrich & Meese, 2007). An instrument derived from the ARCS Model of Motivational Design and that has been widely used and validated is Instructional Materials Motivational Survey (IMMS) (Keller, 1999). Thus, the IMMS will be useful to examine learned motivation in this study.

3. Findings And Discussions

The development process used in this study consists of 5 stages i.e. analysis, design, development, implementation, and evaluation.

3.1. Analysis

The analysis stage comprises the analysis of teaching materials and media needs. Teaching materials used in eighth grade are in the form of students' activity. It only contains summaries of materials with an illustrated look of a colorless picture. The weakness is that the content is not explained in detail, for instance, the lack of activities which encourage the student to be motivated. The needs analysis is conducted by examining the students' characteristics from the results of interviews with religion teachers who have known their characteristics well. The results of the analysis are observed by taking samples in 6 teachers from 2 schools. The general characteristic of eight graders at junior high schools is that the students are 12 to 14 years old. According to Piaget, at the age of 11 years and above (the formal stage of operation) children have grown up, in the sense that they have the ability to coordinate simultaneously realized by the sequential use of their cognitive ability, namely using the hypothesis and principles of learning independently.

Table 1. Problem faced by students related to teaching materials

Theme	Opinions (%)		
	Good	Enough	less
The teaching materials contain a summary	15	45	60
The teaching materials contain challenging exercises	25	45	50
The teaching materials is practical	35	40	45
The teaching materials motivate you to learn more	20	30	70

The problems expressed by the students based on the results of interviews on teaching materials is that they use worksheet which contains a less detailed summary of material, less interesting exercises because of its common appearance i.e. fill in the blanks and the use of opaque paper. In addition, the worksheet size tends to be large, and they thus find it difficult to carry it anywhere. They want a more practical and easier book to use when studying wherever and whenever, and they also want a more complete material book that can make them easier to understand. One of the criteria of good learning resources is the learning resource that can motivate students to study the subjects by providing interesting images, as well as cleaner and more colorful paper, allowing teachers to stimulate the learners to study in the learning program.

3.2. Design

This stage is to design a module that has been formulated and in accordance with the learning objectives to achieve. The purpose of the design stage is to design the product based on the analysis results. However, before designing the product there are things to be done including collecting necessary materials such as drawings, tables, and references, developing tests and evaluations, and drafting an initial product. There are several pedagogical additions made to the module related to the topic of "respecting others".

The first amendment made to the module was to assign a one-page response paper. The paper asked the learners to collect article about racism, discrimination or a related topic in a different place (preferably based on their place of origin). After their selection, they were asked to discuss the factor the cases appear and the solution. The learners had the option to choose articles from any newspapers. The assignment was to write a reaction to the article, discussing the value and attitude should be possessed to prevent those cases. After returning the papers, our lecture time was devoted to evaluation, reflection, and discussion. The teacher asked to search the similar case in their neighborhood and retell to their friends the next day. The learners were asked to retelling the case and moral value they found based on the articles then the student will search for questions to steer their discussion. The probing questions asked by the teacher, as well as other learners as the discussion progressed, assisted the group to come to a deeper understanding of the articles and the use of each attitude.

The reflective education applied tries to instill in students an ability to understand reality and to evaluate it critically. The teachers involved a lively discussion regarding one of the collected article and ask another student to comment on. The comments should be written in the blank page of the module as peer comments.

The classroom discussions persuaded the students to consider other people's point of view, realize that personal experience plays a large part in the formation of individual perception, as well as develop an interest in further research and foundations.

The intention of the response paper was to engage the student's experience, reflection and action to occur. Experience is the manner in which teachers create conditions whereby students can gather and recollect the material given their own experiences. The best way to engage students as whole persons in the learning process is for the teacher to serve as a guide and to create conditions by which learners may draw on their own experiences in order to refine what they already understand about the subject matter at hand. Combining this cyclical method of referring to prior feelings, thoughts, and experiences, and the course material is how students are able to process the knowledge gleaned and form it into truth. The articles assigned enhanced the students' experience by introducing human interest factors, a self-study activity, cooperative learning, and small group exercises.

The second aspect of the exercise explored was a reflection. The peer evaluation in the module can be a personal reflection. However, the main reflective methods that the assignment elicited were contemplating case studies and participating in spontaneous debates. The purpose of reflective exercises is to more deeply understand and internalize what one has learned. The article dialogue allowed the students to further understand the meaning and significance of value and attitude what they are studying and how the attitude relates to different aspects of their lives.

The solution proposed in the cases in the exercise was the concept of action. The process involves two steps: pondering truth and then taking necessary action (Freeman, 2012). Teachers provide the opportunities to challenge students and test the imagination that will allow the students to choose the best course of action given what they have learned. Students found themselves doing additional research to familiarize themselves with the issues in their particular article. The teacher's gentle questioning may point to the need for more adequate decisions or commitments, what Ignatius Loyola called the magis." The magis, or the more, means to go above and beyond what you currently know, understand and believe and achieve more in the pursuit of truth.

3.3. Development

At the development stage, the product is made based on the design, being validated and developed based on validators' suggestions. After the product is made, the product eligibility assessment is conducted by two evaluators, before being implemented in high schools. The module is reviewed by the media experts first. The reviewers fill out a review sheet where the contents of the questionnaire are in the form of suggestions and input from media experts in order to find out about the downsides of the module as teaching material. It is revised based on suggestions/feedback from the media experts who produce the revised module which subsequently is validated by the media experts to assess its eligibility as teaching material. After the module is declared eligible by the media experts, it is tested by eighth-grade students. The results of the recapitulation assessment from the media experts are as follows:

Table 2. The result of media expert validation

Validator Number	Average Score	Result
1	4.20	Eligible
2	4.15	Eligible
Average	4.17	Eligible

Recapitulation of the result of expert media appraisal in Table 1 obtained by an average score of media validator I appraisal 4.20 with the eligibility criterion of a product which is worthy to be used, media expert II is 4.15 with a criterion suitable to be used. The average assessment of media experts obtained 4.17. Thus it can be concluded that the module was assumed can improve students' learning motivation on Catholic subjects. From the aspect of the media declared worthy of use and can move on to the next stage. Recapitulation of the validation results of material experts can be presented in below table.

Table 3. The result of material expert validation

Validator Number	Average Score	Result
1	4.55	Eligible
2	4.25	Eligible
Average	4.40	Eligible

Recapitulation of the results of expert media assessment in Table 2 obtained an average of expert material assessment I of 4.55 with eligibility criteria is feasible to be used, material expert II of 4.25 with eligibility criteria used. The average assessment of media experts obtained 4.40. Thus it can be concluded that the material was suitable to use in the class to improve the motivation of junior high school students. From the material aspects, it is declared eligible to be used and tested to the next stage.

3.4. Implementation

After the instrument and module have been declared eligible to be used by the validators, the next stage is to implement the book in eighth-grade students at Junior High Schools. The stages done during the implementation stage are, first, introducing the module to students; second, all 120 students use the module as an additional supplement in their learning activities; third, the students study independently, after completing several activities in the module they study together guided by the researchers as their teachers by using the direct learning model; fourth, at the end of the learning process, the researchers give the students a questionnaire of motivation to study after using the teaching material; and last, at the last meeting the researchers conduct an evaluation related to the students' learning results.

3.5. Evaluation

An evaluation is carried out in order to reveal the results of students' motivation to study religion after using the module as the teaching material. After the feasibility of the religion module as a teaching material has been revealed, the increase in students' motivation to learn is measured. The pre-validated questionnaire of learning motivation which has been validated is done prior to the learning process using religion module as the teaching material. Besides, filling out the final learning motivation questionnaire is done after the learning process is over.

Two questionnaires of learning motivation before and after the learning process are compared to reveal the score of the increase in students' motivation to study. The questionnaire was arranged by including the diligently of doing assignments, resilience in facing difficulties, the emergence of needs and courage to study, learning independently preferences, bore level on routine tasks, ability to defend opinions and the existence of hope and aspiration in learning as indicators. The result of learning motivation of experimental students before and after being given treatment with religion module is as follows.

Table 4. The result of students' motivation analysis

Test	Min	Max	Mean	Std. Dev	t	df	Sig.(two-tailed)
Pre-Test	45.00	85.00	62.9851	8.91074			
Post-Test	52.50	92.50	70.3731	8.82547			
Paired			-7.3880	5.06460	-11.941	119	0.000

The result of the questionnaire analysis of students' learning motivation after using the module shows a higher average score than before. So it can be concluded that the learning with reflective pedagogy in religion module can provide the impetus necessary to improve student learning motivation in learning activities.

Based on what has been carried out developmental research produces instructional material. The quality of this accounting booklet is included in the "Very Worthy" category. The statement can be proved from the analysis results of the "Very Good" assessment of both the expert media experts and material experts, as well

as in small group trials and field trials. Learners are happy with this product because they are interested in learning and obtaining new information.

The opinion of learners is seen as an excessive aspect of the product. Among them, is an interesting activity and the contents of the book are easy to understand. This is in addition to the advantages of this product, as for the disadvantages, including more information from the internet browsing. The existence of some weaknesses, attention and further development efforts can be done by obtaining better product results. This fact will further open opportunities for further improvement.

The module is designed with interesting concepts and it's easy to understand the material so that students feel interested in learning and we can increase the knowledge of learners. From the results of the analysis of module during product trials, we can conclude that there are benefits for learners and teachers. Learners are interested in studying religion by observing the process of understanding moral value of that exists in the module. Learners become more knowledgeable about respect to other and its application. The learner's knowledge increased regarding the the implementation of each moral value so that it can be implemented correctly.

According to the interview results, the module can be used by the teacher as a learning resource for learners. Teachers find it easier to introduce how to respect in other to learners by using the challenging activity. The utilization of module still has some obstacles. It is only design for limit standard competence and sector. To be continuously used it still needs to be developed. In the future, the module is expected to be further refined.

4. Conclusions And Implications

The conclusions that can be drawn from this research are that 1) The process of developing a module as teaching material before passing through the stages of review and validation by was declared eligible to use. It was tested it on 120 eighth grade students at Junior High Schools to find out how the module influences the students' motivation to study. The development of module which is based on teachers' and students' problem was essential (Ihssen, 2011). The improvement was assumed that can answer the practical need; 2) Based on the criteria of media and materials, the experts declare the module as an eligible teaching material and 3) there is an increase in students' motivation to study after using the module as the teaching material. İt can be drawn from the T-test analysis which showed that there is a significant improvement on students' motivation after learning (Hadar, 2017; Jármai & Bérces, 2012). That was the most important result of this study. İt supported the previous study stated that reflective pedagogy can potentially improve the motivation of learner (Font-Guzmán, 2014). Thus by this result, it is implied that the reflective pedagogy can be an alternative to solve motivational problem of learners.
The suggestions that can be drawn based on the conclusions are that 1) The module as an Catholic religion teaching material only uses a certain topic, so for further development, it is expected that other topics or materials should be used to provide variation on the Catholic religion teaching material, 2) Teachers are expected to be more creative and innovative in developing teaching materials that suit the students' needs. It is supposed to create an interesting and fun learning process. In general, reflective pedagogy provides the ability to expand one's own views of learning principles. In true Ignatian fashion, there is an infinite amount of knowledge one can acquire in the field of reflective pedagogy and a lifelong study of the subject should be pursued by concerted.

If one can effectively incorporate a reflection assignment into a religion course then there is no reason why you could not also extend reflective pedagogy to other courses. Religion is a very classical, and normative subject so that it is quiet easy to be attached (Csinos, 2010). The challenges of content of other courses are often quite distanced from that of humanities courses, where reflective pedagogy ideas are often already included. Therefore if religion can benefit from augmentation, we would argue that most courses that are taught in the traditional format can also gain from a reflective pedagogy addition. Moreover, course additions such as games, diaries, blogs, online discussion question and answer forums, presentations, contests, debates, may also be quite beneficial (Freeman, 2012).

The reflection task allowed the class to further understand and apply the theories that they had learned in daily life. If pedagogical additions can promote deeper and more thorough learning, then we would do our learners a disservice if we did not include some form of these augmentations in every module. Not only are in religion fields but it is also much more difficult for our students to attain gainful responsibility in the constantly creating better world. Anything we can do to assist students with the learning process, making them better prepared for life after school, is imperative and our responsibility.

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