

# BUILDING EATING SKILLS IN PRIMARY SCHOOL STUDENT THROUGH MICRO CURRICULUM DEVELOPMENT USING UNDERSTANDING BY DESIGN (UbD)

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**Abstract.** Based on observations and interviews with teachers in primary schools in Bandung, many students still need help with self-reliance, especially in eating skills. This is important because it will be a provision for students as they become adults and depend on their own abilities. To have good self-reliance, it is also necessary to have good planning. Through Understanding by Design (UbD), three stages need to be done: 1) identification of the desired results, 2) determining evidence of assessment, and 3) planning learning instruction. This research aims to develop a micro curriculum for building primary students' self-reliance on eating skills seen from the UbD framework. The research method used is Design and Development or DnD, which was adopted by Richey and Klein, with the Planning, Production, and Evaluation Model (PPE). The participants in this study called experts to evaluate the feasibility of a micro curriculum of eating skills, among others, of teaching materials, language learning, learning media, and learning instruction. The instruments used were a set of questionnaires using Likert Scales, and the result was processed in qualitative data. The data analysis showed that the feasibility of a material expert score was 98, referring to excellent categories; 82,5 from a language expert, referring to good categories; 91 of a media expert, referring to excellent categories; and 100% of a learning instruction expert, referring to excellent categories. So, the average feasibility score from the experts is 93, which refers to excellent categories. Therefore, implementing this UbD micro curriculum to develop students' eating skills at the primary school level is highly recommended.

**Keywords:** micro curriculum, eating skills, primary students, understanding by design (UbD)

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## INTRODUCTION

The formation of students' character from an early age is not only limited to academic knowledge but also involves the development of essential life skills, one of which is the ability to eat without making a mess. The ability to eat without making a mess is an important aspect that is less considered in learning in elementary schools. This ability is not only related to table manners but also forms children's self-reliance and discipline in maintaining personal and environmental hygiene. Ratnawati (2019) teaches how to eat together in class effectively to help shape students' character, including the values of self-reliance, integrity, and mutual cooperation. These table manners start from preparation, table manners, to cleanliness after eating which involves washing hands, praying, and consuming food according to needs neatly. In elementary schools, learning that emphasizes everyday skills, such as the correct use of cutlery and maintaining neatness when eating is an important part of character education. According to Mujahidin, Ruhenda, & Nasution, (2018) character education is education that is important for humans. These skills reflect the values of Pancasila, such as independence and a sense of responsibility that are in line with the profile of students who are faithful and pious.

Mulyasari (2024), & Mulyasari, Ali & Sukirman (2023) explains that in implementing education, a person must stand alone without ignoring the help of others. But if there is help, it should not reduce our self-reliance. Education must rely on its own strength, meaning that all education that is to be undertaken must remain consistent with standing alone.

There have been many studies discussing the development of fine motor skills and self-regulation skills in children. However, most studies only focus on cognitive and emotional skills, so there is a gap in research related to the development of simple motor skills, one of which is eating without messing up. This creates an opportunity for more in-depth research related to the realm of civic education, which integrates Pancasila values with daily living skills. The importance of instilling Pancasila values in students' daily routines. By integrating values such as cleanliness, discipline, and mutual cooperation in simple activities, including eating together, students are introduced to fundamental moral values (2022).

The characteristics of a good teacher are always making improvements in teaching and being able to provide a variety of stimuli, namely teacher activities in the context of learning interactions that aim to improve student learning outcomes. Therefore, before teaching, a teacher needs to choose the right method so that students do not get bored, continue to participate, and meaningful educational interactions are formed, where there is a reciprocal relationship between teachers and students in the teaching system (Hidayatullah, Yul, & Susanto, 2022).

Modern learning no longer positions teachers only as teachers who provide material exclusively to students. Instead, teachers are now given the freedom to take on various roles, such as facilitators, moderators, mentors, or project designers, that are relevant to students' real lives. These roles allow teachers to better support learning that is more collaborative, interactive, and connected to real-world contexts, as well as develop more holistic skills in students (Mashudi, 2021).

The main problem in this study is how to teach eating skills effectively and interestingly for primary students. To increase effectiveness and functionality in the learning process, the use of interactive learning media is very important (Poerwanti & Mahfud, 2018). The learning methods used are lecture methods, interactive discussions, and direct practice that invite students to recognize cutlery, practice using them properly, and maintain neatness when eating through the Understanding by Design (UbD) framework.

The lecture method is one of the traditional teaching approaches that has long been used at various levels of education, from elementary to college. This is because of its practical and efficient nature, especially when the material presented is quite a lot, and the number of students attending is quite large (Wirabumi, 2020). The lecture method is a teaching technique

in which the teacher delivers material, information, or materials orally and monologues to students in front of the class, while the direct practice method or conceptual demographic method is a learning method in which the teacher demonstrates and shows directly, either in real or imitation, a process or how an object works in front of students using learning media that are appropriate to the topic or material being taught. As explained by Yusantika (2023) that when the teacher explains that his actions also affect the behavior of students. They will observe the teacher's attitude and then imitate it. The practical method is a proven effective learning approach (Hapsari, Rahmawati, Sani... Nadia, 2023). This learning method is certainly to help students master the skills of eating properly. In this method, students are not only taught theoretically but are directed to the practice of using cutlery and maintaining neatness while eating. We believe that through experience-based learning, students will find it easier to understand and apply eating skills without mess. This study emphasizes the novelty of the approach, namely integrating independent living skills or skills, especially eating skills, through Understanding by Design (UbD).

Understanding by Design (UbD) is an effective framework in designing learning that focuses on students' deep understanding (Siregar, Siskasari, & Hasibuan, 2024). By developing a micro curriculum design based on Understanding by Design (UbD) to improve eating skills, it is hoped that there will be an increase in the skills of Phase A students, especially grade 2, in maintaining neatness when eating and using the right cutlery. In addition, this research is also expected to contribute to the formation of a disciplined and self-reliance attitude that can be applied in everyday life. Thus, this research can be a reference for the development of a basic education curriculum that emphasizes life skills, thereby helping to shape the character of students who are more independent and responsible according to the values of Pancasila.

## METHODOLOGY

This study uses the PPE (Planning, Production, Evaluation) method, which is designed to develop mess-free eating skills in primary school students through a practical and interactive approach. Nurhayati, Dewi, & Mulyani (2024) describe the PPE Model as a systematic and comprehensive approach in developing learning media. According to Richey and Klein (Rustandi, Haryaka & Grasia, 2022), the PPE (Planning, Production, and Evaluation) model in interactive learning can strengthen students' understanding through systematic stages. **The Planning stage** begins with identifying students' needs in mastering mess-free eating skills, as well as determining the materials, learning techniques, and evaluation tools to be used. In this stage, the cutlery that will be introduced to students is identified, as well as the steps needed to teach how to use it. The method chosen is a short lecture for introduction, discussion for understanding the concept, and direct practice to train eating skills.

**Production** is the stage of designing learning tools including lesson plans and teaching modules where students are introduced to the material using various media such as text, video and worksheets. At the production stage, learning materials, worksheets and evaluations are developed for students to recognize, identify and try to use the right eating and drinking utensils according to the type of food and drink served. This learning design will be carried out in an elementary school classroom that has been equipped with projector facilities and eating and drinking utensils as practice materials. In the implementation plan, students will be guided by the teacher to recognize, identify, and practice the use of eating and drinking utensils properly and maintain neatness when eating. This activity plan is carried out in the context of a supportive and safe learning environment, where students can practice without feeling pressured.

**Evaluation** is the stage of validation by experts on the micro curriculum developed in the form of RPP/Teaching Modules including Teaching Materials, Student Worksheets (LKPD), Media used, Language used, and Evaluations developed. So, its feasibility is tested by experts including Material experts, Language experts, Media experts who are Lecturers at PGSD FIP, Indonesian Education University; and Learning experts by a Professional Teacher in Bandung City.

## **RESULTS AND DISCUSSION**

The development of student independence in the Eating Skill aspect includes Social and Self-Care elements that integrate Pancasila subjects with Indonesian Language subjects in grade II in the Listening, Reading/Viewing and Speaking elements. For the Learning Outcomes (LO) of the Pancasila subject, students can apply table manners in everyday life correctly, and for Indonesian Language LO, students can develop their ability to show interest in the speech they hear and can understand oral messages and information from audio media, texts that are read or heard (aural texts); students can understand information from readings or shows that are watched; students can respond by asking and answering questions about something with other people.

This Micro Curriculum Development Activity to Build Eating Skills for Grade 2 Elementary School Students utilizes various learning media, including story texts as a stimulus that is expected to arouse students' interest in giving information about eating skills. One of the functions of learning media is to provide facilities that can produce quality learning outcomes (Daryanto, 2018). Good learning media is interactive learning media. Interactive learning media is a type of learning media that combines auditory and visual elements because it consists of media that can be heard and seen (Sari, Syaripudin, & Murrone, 2023). By listening

to the text read by the teacher, students are expected to understand and be able to interpret new vocabulary from the text read or the display watched with the help of illustrations. Furthermore, by asking questions and answers with the teacher, students will better understand the topic discussed, namely eating skills. By watching the learning videos prepared by students, it is expected that they will be able to use table manners such as sitting, using tableware, recognizing eating and drinking utensils, using eating and drinking utensils, eating and drinking, eating with hands, eating with spoons and forks, drinking with glasses and cups, drinking with straws, washing hands, and using napkins or tissues. Through direct practice, it is expected that students will be able to use eating and drinking utensils properly and be able to finish eating and drinking without making a mess.

In designing this instruction, it starts from determining the learning outcomes and learning objectives that are in accordance with the self-reliance of eating skills. Then, the learning design is packaged in a Teaching Module/RPP that uses the Understanding by Design (UbD) framework. Preparing a Teaching Module or RPP using the Understanding by Design (UbD) approach begins with the stage of determining the desired learning outcomes, designing relevant assessments, and compiling learning steps that support the achievement of these goals. This process ensures that each element in learning is structured to support students' in-depth understanding of the material being taught (Nurjanah, Mulyasari, & Rahman, 2023). The stages in preparing this UbD learning plan are in line with the opinions of McTighe and Wiggins (2014). Furthermore, to enrich the learning design, the teacher makes complete learning tools, such as teaching materials, student worksheets (LKPD), learning media, and evaluation instruments. To see student self-reliance in the aspect of eating skills, the researcher prepared an observation sheet of student activities during the learning process.

In observing the students' eating skills, the researchers refer to the 4 main indicators of self-reliance developed by Mulyasari, Ali & Sukirman (2023, 2024) as follows: 1) able to recognize problems (tasks that are their responsibility), 2) take the initiative to make their own decisions, 3) able to solve problems/tasks that are their responsibility without the help of others, and 4) able to be relied on by others based on personal experience. The objectives of eating skills designed to be achieved in the micro curriculum in grade 2 include: a) Recognizing the appropriate cutlery to use, b) Using appropriate eating and drinking utensils, c) Eating with hands, d) Taking small bites of food, e) Chewing with a closed mouth, f) Using a straw to sip drinks, g). Drinking from a cup or a glass without a lid, and h) Using a napkin to wipe the mouth and hands. Through this eating skills practice, students have a structured and enjoyable learning experience. In the learning design, each student will be given the opportunity to

correct mistakes through direct feedback from the teacher, which emphasizes the importance of eating skills without making a mess

**At the Planning stage**, curriculum analysis is carried out to ensure that the materials prepared are in accordance with the learning elements of Pancasila Education and Indonesian Language. In Pancasila Education, the elements selected are 1) Social elements, with learning outcomes that students are able to use table manners such as sitting, using utensils at the dining table, recognizing eating and drinking utensils, using eating and drinking utensils, eating and drinking, eating with hands, eating with spoons and forks, drinking with glasses and cups, drinking with straws. 2) Self-care elements with learning outcomes that students are able to recognize eating and drinking utensils, recognize how to use eating and drinking utensils, eat and drink with assistance, recognize body parts, recognize bathroom equipment, recognize how to wash hands, and recognize how to use the toilet.

In learning Indonesian, the elements selected are 1) listening elements with learning outcomes of students being able to act as attentive listeners. Students show interest in the speech heard and can understand oral messages and information from audio media, aural texts (texts that are read and/or heard), oral instructions, and conversations related to communication goals. 2) speaking and presenting elements with learning outcomes of students being able to speak politely about various familiar topics using the right volume and intonation according to the context. Students can respond by asking about something, answering, and responding to comments from others (friends, teachers, and adults) well and politely in a conversation. Students can express ideas verbally with or without the help of pictures/illustrations. Students can retell the contents of information that is read or heard, and retell narrative texts that are read or read with the topic of self and environment.

The learning objectives to be achieved are 1) recognizing the appropriate cutlery to use. 2) using the appropriate cutlery. 3) eating with hands. 4) taking small bites of food. 5) chewing with a closed mouth. 6). using a straw to sip a drink. 7) drinking from a cup without a lid. 8) using a napkin to wipe the mouth and hands.

In the learning scenario, the WHERE TO stages carried out to achieve the learning objectives are 1) conveying learning objectives: the teacher explains to students what they will learn today and the learning objectives to be achieved. This helps students know why and what they should learn. 2) explaining today's learning steps: the teacher structures the learning steps in a structured manner so that students understand the stages they will follow and how they will achieve the learning objectives set. 3) providing a brief explanation of the material and activities to be carried out: the teacher provides an overview of the material to be discussed and the form of activities to be carried out, so that students gain an initial understanding of

what will be done and how relevant each activity is to the learning objectives. 4) providing motivation and relevance of the material: the teacher connects the material with everyday situations that are familiar to students, for example the importance of eating without spilling, as well as the benefits of proper eating skills, so that students are more motivated and understand the relevance of the material being studied to real life.

The process of producing teaching materials, worksheets, Evaluation Sheets, and learning media or broadcast materials is made using the Canva application. Several stages are carried out to create teaching materials, starting from making covers, backgrounds, material content, and grammar. In addition, the learning video is taken from a YouTube video entitled "Let's Learn How to Eat | Children's Cartoons | Little World Bahasa Indonesia on the Little Word Bahasa Indonesia - Dunia Anak channel". This video is not too long, colorful, and not boring, the content of the material is also relevant to learning activities.

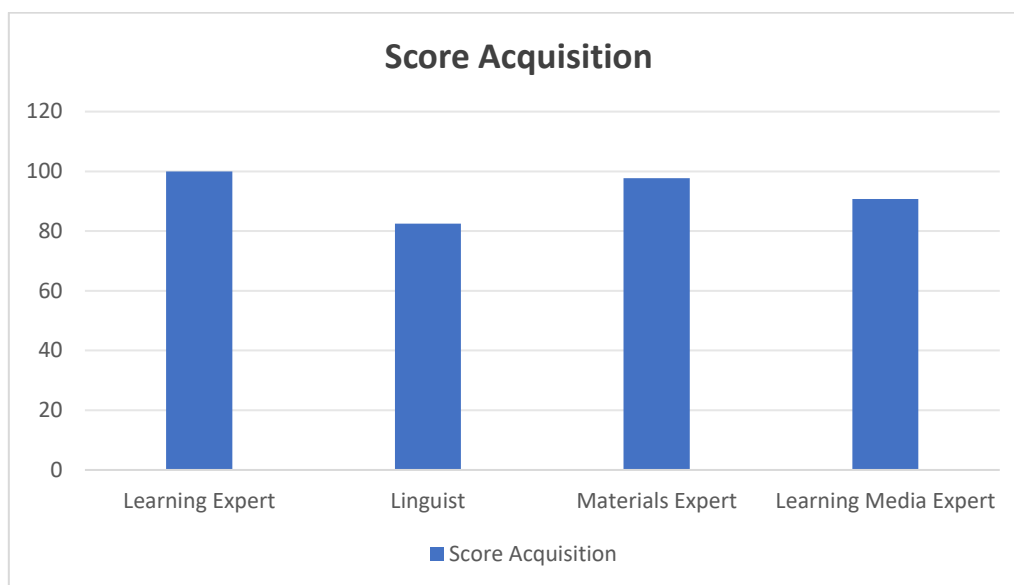
Learning objectives are focused on introducing cutlery, how to use it correctly, and the application of daily dining etiquette. The characteristics of students who have a high curiosity and like to learn through direct practice are considered in designing Lesson Plans that use the Understanding by Design (UbD) framework. In addition, teaching modules are developed with a fun and interactive approach to facilitate students' understanding of the importance of eating skills.

Teaching materials for developing the ability to eat without a mess for grade 2 primary school students include the following steps: wash hands, sit up straight, pray, identify the cutlery to be used, use the appropriate cutlery, take small bites of food, chew with your mouth closed, use a straw to sip drinks, or drink from a cup/glass without a lid, use a napkin to wipe your mouth and hands, and finish eating without making a mess.

**At the Production stage**, teaching materials are designed in the form of illustrated stories and practical activities. Learning media such as videos and slides are also prepared to help students better understand the material in an interesting and easily accessible way. The material presented will not be learned well if the media used is not interesting, if this happens, students will experience difficulties in subsequent learning (Rustandi, Haryaka & Grasia, 2022). This module includes important steps such as washing hands before eating, getting to know various cutlery, and implementing proper dining etiquette. In addition, the evaluation instrument is prepared in the form of multiple-choice questions to assess students' understanding of the aspects of knowledge, understanding, and application.

**At the Evaluation stage**, the evaluation process is carried out by involving validation by experts. This validation aims to obtain approval and ratification regarding the feasibility of the media that has been developed as well as to anticipate errors and can be in accordance with

the student's needs. This curriculum is validated by material experts, media experts, language experts, and learning experts for primary schools.



**Figure 1.** Experts Validation

The assessment questionnaire for validation by Material Experts includes 22 assessments divided into 4 aspects, namely 1) suitability of minimum components 2) suitability of evaluation 3) suitability of teaching materials 4) suitability of learning activities with the steps of the Understanding by Design/Ubd (WHERE TO) approach. Each indicator is assessed using a scale with a score range of 1 to 4 with criteria ranging from less, enough, good, and excellent. This validation by material experts received a final score of very good (A) with a score of 98, a score of 86 with a maximum score of 88.

Validation by Learning Media Experts includes 19 assessments divided into 3 aspects, namely 1) graphic feasibility (cover design and content design) 2) content feasibility (media in accordance with Learning Achievements about the problems and Aspects of Independence that are built) 3) Media feasibility (illustrations in accordance with the problems of Independence that are built). Each indicator is assessed using a scale with a score range of 1 to 4 with criteria ranging from less, enough, good, and excellent. This material expert validation received a final score of very good (A) with a value of 91, a score of 69 with a maximum score of 70.

Validation by Linguists includes 10 assessments divided into 4 aspects of language components, namely 1) Straightforward 2) Communicative 3) Readability of teaching modules. 4) Compliance with language rules. Each indicator is assessed using a scale with a score range of 1 to 4 with criteria ranging from less, enough, good, excellent. This linguist validation



obtained a final score of good (B) with a score of 82.5, a score of 33 with a maximum score of 40.

Validation by Learning Experts includes 26 assessments divided into 3 aspects, namely 1) general component suitability 2) core competency suitability 3) learning suitability (learning goal alignment, suitability of learning activities with the steps of the understanding by design/Ubd approach (WHERE TO), feedback and adaptation. Each indicator is assessed using a scale with a score range of 1 to 4 with criteria ranging from less, sufficient, good, very good. Getting a final score of very good (A) with a score of 100, a score of 104 with a maximum score of 104.

Through the design of micro curriculum which is a learning plan for one subject or integrative thematic which is part of the macro curriculum is a comprehensive plan for the implementation of one part of the macro curriculum which is organized in the form of a field of study or a particular subject or topic. The learning plan in this micro curriculum develops certain competencies, such as eating skills or other independent living skills that students need to master through the subjects that have been determined according to the integrated Learning Outcomes. (Ali & Susilana, 2021: 85)

The results of the study indicate that teaching practical skills, such as eating skills, can be successful if delivered through interactive and direct methods. This approach is also in line with previous studies that highlight the importance of experiential learning in improving students' life skills. The experiential learning model provides opportunities for students to develop and build knowledge through direct experience. Thus, students will be actively involved in the learning process and gain meaningful experiences, which deepen their understanding of the material being studied (Puspitowati, 2019). The findings in this study are slightly different from previous studies that more often place fine motor skills as the main goal, while this study focuses on neatness skills as a reflection of independence and discipline. This shows that life skills learning can be expanded to develop not only physical skills, but also positive attitudes and behaviors of students. Life skills include the abilities needed to work, which complement a person's academic skills. These skills include practical abilities in interacting, communicating, and facing challenges in professional and social life (Yuliwulandana, 2015).

The implications of this study are quite broad. In a theoretical context, these results reinforce the view that practical learning in life skills not only equips students with technical skills but also contributes to character building. In practice, these findings provide a basis for teachers to design creative methods in teaching life skills in the classroom, especially in elementary education settings. The PPE approach in this study can be a model for the development of

other independent living skills, creating a learning environment that supports the development of students' character from an early age. Based on expert assessments, this study managed to achieve an average of 93 which refers to an excellent value in improving students' eating skills through an interactive and direct approach. In addition to providing theoretical contributions, this study also provides a practical approach that can be a guide in learning independent living skills in elementary schools.

## CONCLUSION & RECOMMENDATION

The development of a micro curriculum based on UbD to improve eating skills has achieved an average assessment with a very good category for the aspects of developing teaching modules consisting of material development, language use, media selection, worksheets and evaluation development. With the Understanding by Design (UbD) framework, learning is designed in a structured manner so that students not only understand eating ethics but also train self-reliance, discipline, and a sense of responsibility. Therefore, this micro curriculum is highly recommended to be applied in the learning of grade 2 students in primary school. It is hoped that with the results of expert validation referring to the excellent category, its implementation should also improve the eating skills of students in grade 2 in primary school. Hence, this micro curriculum is highly recommended to be implemented in primary schools to improve students' eating skills.

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