

Development of Independent Curriculum Teaching Modules Learning Indonesian MA in Banjar City

Adam Faisal Nursamsi¹, Kuntoro²
{ elfaishal@gmail.com¹, kuntorosutaryo@gmail.com² }

MGMP Indonesian, City of Banjar, University of Muhammadiyah Purwokerto

Abstract. This training activity was carried out with the aim of socializing the development of the Merdeka Curriculum teaching module for Indonesian MA subjects in the city of Banjar because there are still many challenges for teachers, especially for teachers of Indonesian subjects related to the Merdeka Curriculum. The data in this study is the result of a questionnaire (questionnaire) and the data source is a questionnaire. The research subjects were technical guidance participants in this activity who incidentally were Indonesian language teachers at the MA in Banjar. The instruments used were 5 questions regarding the development of the Merdeka Curriculum teaching module for the Indonesian language subject. From the results of the activity, it can be concluded that the teachers of the Indonesian Language subject at the Banjar city Vocational School agreed to carry out the development of the Merdeka Curriculum teaching module, especially the Indonesian Language subject, considering that the Merdeka Curriculum is oriented towards the freedom of students in developing their talents and interests, so that teachers must adapt to the context, characteristics, and needs of their students.

Keywords: teaching module; independent curriculum; MA; Indonesian

1. Introduction

The government is currently shifting the paradigm from teacher-centered education to student-centered through the Independent Curriculum. In this curriculum, students are the axis or pivotal point of education. In its implementation, the government, implicitly, formulated this curriculum to adjust the learning corridors to the characteristics of students and levels of achievement. Kurka (2022) states that adapting learning to the characteristics of students and the level of achievement is very crucial. In other words, educators should simply formulate a teaching module or lesson plan in learning activities that are equipped with appropriate instructions or directions. This means that educators do not have to compile several teaching modules or lesson plans to accommodate different learning needs which will clearly bias the implementation process. Educators must have a proactive attitude towards curriculum changes (Jenkins, 2020). Of course, educational institutions must also be responsive in adapting to changes in curriculum (Kandiko Howson & Kingsbury, 2021).

Currently, the Merdeka Curriculum teaching module is considered a tool that is quite crucial for the smooth implementation of learning with a new mode or paradigm, especially when it is associated with the transformation of the industrial and digital revolutions (Maipita

et al., 2021). The Independent Curriculum teaching module refers to a number of media tools or facilities, methods, instructions, and guidelines that are designed in a systematic, interesting, and certain way, according to the needs of students. The teaching module itself can be said to be an implementation of the Learning Objective Flow (ATP) developed from Learning Outcomes (CP) with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phases or stages of student development. The teaching module also considers what will be learned with clear learning objectives. Of course, its development base is also long-term oriented. Teachers also need to know and understand the concept of teaching modules with the intention of making the learning process more interesting and meaningful.

In other words, the Independent Curriculum focuses on giving teachers space to develop their modules. Teachers can choose or even modify their own teaching modules that have been provided by the central government. However, modifications must still be in accordance with the corridor; adapting teaching modules to the characteristics of students. Of course this complies with the Study Guide and Assessment. According to the Learning and Assessment Guide, the main purpose of developing teaching modules is to develop teaching tools. Teaching tools function to guide educators to carry out learning by fulfilling several criteria that are in accordance with the characteristic needs of students. The substantial essence of the Merdeka Curriculum is independence; freeing students and educators to form strong independent mentality in facing this era of disruption (Tedjokoesoemo et al., 2020).

In this context, the Independent Curriculum teaching modules are also required to be based on Learning Guidelines and Assessments because the spirit of the vision and mission of preparing teaching modules is to guide educators in carrying out the learning process. When viewed from the components in the teaching modules, of course the teaching modules must be prepared by educators to suit the needs of students. On the other hand, in the Independent Curriculum teaching module component, there are 3 quite crucial terms that cannot be ignored. The three components are Meaningful Understanding, Trigger Questions, and Study Sheets.

Meaningful understanding refers to statements that explore and describe the learning process as an activity that connects concepts with concepts in order to develop a complete understanding. Trigger questions refer to question sentences that are used to spark, stimulate, and trigger the curiosity or curiosity of students, so that they can be directed to the process of starting discussions and even starting to learn to research. The form of the Ignition Question should be formulated in an open pattern by empowering the 5 W (What, Who, When, Where and Why) + 1 H (How). Study sheets themselves refer to sheets that can be used as reflection sheets, organizational chart sheets, worksheets, or question sheets.

Related to the above, it is necessary to have training on the development of the Merdeka Curriculum teaching modules, especially the Indonesian subject for MA in Banjar city. This training was carried out to improve the knowledge and skills of Indonesian language subject teachers in the Banjar city MA so that they can formulate teaching modules that are rooted in the specified components and can determine the essential components according to learning needs.

In other words, an understanding of the development of the Independent Curriculum teaching modules in welcoming the latest learning in the 21st century is an absolute and absolute necessity. The Regional Facilitator of Indonesian at the Madrasah Aliyah (MA) level

of the Ministry of Religion in Banjar City considers it crucial to share insights and experiences with Indonesian language subject teachers, who are included in the MGMP Indonesian MA MA Banjar cluster. The fundamental reason for the idea of this activity was two-way communication or dialogue between the head of the MGMP Indonesian MA and the Indonesian Language Regional Facilitators of the Ministry of Religion of Banjar City who both agreed that Indonesian MA subject teachers must understand the novelty of learning the Independent Curriculum and be able to compile as well as developing teaching modules that are expected to be able to provide renewal of learning concepts that remain through the stages of the process starting from lesson planning activities, implementation, evaluation to follow-up.

2. Method

In the procedure for this activity, the Fasda team carried out outreach to the MGMP MA Indonesian Language subject in the Banjar cluster by compiling an appropriate schedule for teachers at the madrasah so that activities could run optimally. As a service activity, this activity is carried out through the following process:

1. Needs analysis

This is the initial process before the implementation of the training. The team first made observations of problems, both theoretically (tracing the latest studies related to educational issues) or practically (conducting surveys and discussions between the team and teachers, fellow senior lecturers who mastered the curriculum);

2. Lectures

This is the training execution process. Lectures are conducted offline in the seminar room provided by the committee team. The room is located on the 2nd floor, H. Umung Anwar Sanusi Building, Al Kautsar Islamic Boarding School, Banjar City. Lectures refer to the delivery of material through comprehensive presentations on activity themes, activity objectives, and crucial issues that are introduced to participants. Of course, the main menu of this presentation and discussion is regarding the explanation of the Merdeka Curriculum teaching module;

3. Mentoring

This is a process to provide direction for the participants who are Indonesian language subject teachers who are gathered in the MGMP Indonesian MA MA in the city of Banjar. This guidance aims to review the material, test competence and understanding, as well as application with examples of questions;

4. Discussion

This is a dialogue process. The team provides time and place for discussion (question and answer session) after the presentation of the material so that there is an expansion of perspectives; And

5. Conclusion.

The final process serves to conclude the results of activities and also analyze the results of activities so that it can become an enlightenment. In a simpler framework, the implementation method can be seen in the following chart.

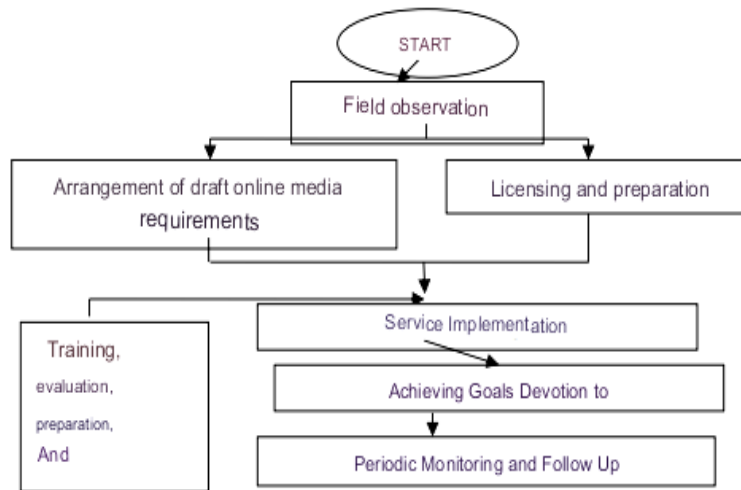


Chart 1. Implementation method

The data in this study are the numerical results or the percentage of the answers to the questions embedded in the questionnaire that have been distributed by the team to the teachers or participants. In total there were 39 teachers who participated in this socialization. As a support and validation for the implementation of this activity, additional data is also embedded in the form of screenshot documentation of the activity. As an explanation, the data collection technique used in this study is the provision of a questionnaire (questionnaire). The list of questions from the questionnaire focuses on the answers Disagree (TS), Less Agree (KS), Agree (S), and Strongly Agree (SS). On the other hand, the data analysis technique in this study uses content analysis.

3. Results and Discussion

The main points of discussion in this study are described in this section. The two sections discussed in this section are results and discussion. Separation of results and discussion so that the classification between findings and discussion of findings can be clarified and separated clearly.

3.1. Results

As an opening note, this outreach activity, or it can also be said as technical guidance, is carried out online. In the activity, the presentation was followed by a live question and answer session. The data used as data here is the result of a questionnaire given by the team to the participants. There is a questionnaire containing 5 questions regarding the development of the Merdeka Curriculum teaching module for Indonesian language subjects within the MA scope. Some of the questions asked in the questionnaire are:

- (1) Educators have the freedom to make their own, choose, and modify the available teaching tools according to the context, characteristics, and needs of their students;
- (2)

Teaching modules are a form of teaching tools used by educators to carry out learning in an effort to achieve Pancasila Student Profiles and Learning Outcomes; (3) The teaching module is an elaboration of the Learning Objectives Flow and is arranged according to the phase or stage of student development. Consider what will be learned and based on long-term development; (4) The purpose of developing teaching modules is to develop teaching tools that guide educators in carrying out learning; and (5) One of the criteria for teaching modules is interesting, meaningful, and challenging, where it is expected to be able to foster an interest in learning and involve students actively in the learning process. The answer choices that participants have are agreements that include: (a) Disagree (TS), (b) Disagree (KS); (c) Agree; and (d) Strongly Agree. From the results of the questionnaire, a pattern or answer was obtained as shown in the following table.

Table 1. Questionnaire Results

No	Questions/Statements	Answer from 39 Respondents (Participant)			
		TS	K	S	SS
		S			
1.	Educator own independence For make Alone, choose, And modify device teach Which available in accordance with context, characteristics, as well as need participant he taught .	0	1	15	23
2.	Module teach is Wrong One form device teach Which used by educator For carry out learning in effort reach Profile Student Pancasila And Achievements Learning.	0	0	14	25
3.	teaching module is an elaboration of the Flow Learning Objectives and arranged according to phase or stage development participant educate. Consider What Which will studied And based development period long.	0	0	13	26
4.	Objective Development module teach isdevelop device teach Which guide educator carry out learning.	0	0	12	27

5.	Wrong One criteria module teach is interesting, meaningful, and challenging, where expected able to foster an interest in learning and involve participant educate in a manner active in process Study. Option choice answer Which participant have is agreement Which cover.	0	0	9	30
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From the table described above, it can be seen that the majority of teachers agree that educators must be independent or have independence in designing independently, sorting, and improvising teaching aids in the context, characteristics, and also the needs of students. The combined percentage of Agree and Strongly Agree is 97%. Then, all teachers agree that the teaching module is a manifestation of ideas that are embodied in teaching instruments that are very useful for educators in the implementation of learning that is oriented towards achievement of the Pancasila Student Profile and Learning Outcomes. The combined percentage of Agree and Strongly Agree reaches 100%. Next, the teachers also agree that the teaching module is a systemic elaboration of the Learning Objectives Flow (ATP) and must be relevant in appropriation with the long-term level of student development. The combined percentage of Agree and Strongly Agree reaches 100%. The teachers also agree that the focus of developing teaching modules is improving the quality and quality of teaching tools that can guide educators in the implementation of teaching. The combined percentage of Agree and Strongly Agree reaches 100%. Finally, teachers agree that the criteria for teaching modules must be interesting, meaningful, and challenging, which are expected to foster an interest in learning and involve students actively in the learning process. The combined percentage of Agree and Strongly Agree reaches 100%.

In addition, this study also describes activity documentation as validation or proof that this activity was carried out in real time without data falsification. In other words, activity documentation is a form of validity of this technical guidance or socialization activity.

Picture 1.. *Presentation Material*



In the picture shown above, it can be seen that this socialization activity was carried out offline. The process of presenting the material formed in the presentation through the Ms. Power point. The presenter delivered the material and was well listened to by the participants.

Picture 2. Participant Guidance Technical



The two pictures above show that the participants listened to the material and occasionally there were interruptions from participants who wanted to ask questions, clarify and also discuss. Direct questions and answers conducted by the teachers or participants with presenters who smoothly explained that this seminar activity went both ways. The participants did not feel dominated, but were invited to dialogue. Of course, this mode really helps the participants to understand more precisely and clearly.

3.2. Discussion

Referring to the results that have been presented, there are five discussions that can be described here. The first is the result which shows that the majority of teachers agree on the statement that educators must be given independence or independence over decisions in designing themselves, making choices, and also improvising appropriate teaching devices. with the context, characteristics, and needs of students. This statement was made on the basis of the orientation of the Independent Curriculum. The core of the Merdeka Curriculum is Freedom to Learn. Merdeka here refers to the concept that makes students independent and able to explore their individual interests and talents. With different capacities, potentials, abilities, expertise, and interests, it would be very risky to align all of them. This means that the benchmarks used to assess and study are definitely not the same. It's as simple as this; there are prospective artists who don't have to be good at math, there are candidates for technicians who don't have to be good at composing songs, there are candidates for architects who don't have to be good at biology, there are candidates for physicists who don't have to be good at dancing, and so on. In other words, children cannot be forced to learn something they are not interested in or even dislike.

The Merdeka Curriculum, simply put, aims to provide a space for autonomy and independence for students and schools. Nadiem Makarim, Minister of Education and Culture,

in an activity entitled Discussion on National Education Standards, which was held at the Century Park Hotel, Central Jakarta on Friday, December 13 2019, said that the fundamental basis of the concept of Freedom to Learn is "freedom of thought and independence. And especially the essence of this freedom of thought must be in the teacher first. Without it happening to the teacher, it is impossible for it to happen to the students" (Tempo, 2019).

Students can explore and schools can be liberating spaces that do not imprison students' talents. In the context of Indonesian language subjects, the tendency of Indonesian language subject teachers who strongly agree that educators must be free in making, choosing, and modifying teaching materials is very relevant to the objectives of the Independent Curriculum. Learning Indonesian now is not only about structuring all students to follow the pattern set out in the book. The natural nature of language is communication and each student has different tendencies in terms of learning and acquiring language). There are those who prefer the auditory method (with songs, with podcasts, with radio, and so on), there are those who prefer the visual method (with films, pictures, infographics, drama/theater, and so on), there are those who prefer practical methods (speaking, communication, and so on), and there are also those who prefer the theoretical method (memorizing formulas, reading, and so on). This variation is certainly very humanistic considering that each student has a different social, cultural, environmental and parental background which makes their cognitive and motor development different from one another. Even so, this also has a quite risky side, bearing in mind that by freeing educators, it will also affect the assessment. This is also what may underlie the existence of one participant who answered disagree. In short, if you want students to be inspired, then teachers must let them innovate (Kemendikbud, 2019).

Second, the results show that all teachers agree that teaching modules are a crucial form of teaching tool for use by educators. The Pancasila Student Profile can be realized or achieved. Ki Hajar Dewantara once said that education is a seedbed for all seeds. This philosophical thinking implies that the purpose of education is to mediate students so that they reach their peak potential. Schools are not prisons that discipline them, standardize them, standardize their talents

many kinds of. The mediation process is like guiding students to the freedom of learning so that they do not get lost in what is not supposed to be in the future. This enthusiasm for students to be free to learn is what ultimately becomes the main axis that flows down the main theme of Indonesian education policy in the current paradigm, Freedom to Learn.

Merdeka Learning, with this freedom orientation, must be armed with the fundamental basis contained in the Law of the Republic of Indonesia Number 20 of 2003, Concerning the National Education System, Article 3, which explains that the provision of education is so that the Indonesian people have a strong foundation of faith and piety. to God Almighty, and have noble character, healthy body and soul, broad-minded, creative, and independent. With these characteristics, Indonesia will surely be supported by strong citizens without losing the democratic face that is full of responsibility. These are guidelines; a compass of education in Indonesia, a guide known as the Pancasila Student Profile.

The Pancasila Student Profile is a guideline for Indonesian education in building the character of the Indonesian generation in implementing Pancasila ideology as the basis of the state (Kemendikbud, 2020). There are six formative dimensions: 1) Faithful, 2) Independent, 3) Collaborative, 4) Global diversity, 5) Critical reasoning, and 6) Creative. These six dimensions

are an inseparable whole. Faith refers to belief in God Almighty and that belief in God will lead to morals. Mandiri refers to independence and strength which is the basis for progress and self-improvement. Working together refers to social life that helps each other and this is a characteristic of the archipelago, differences make us have a high sense of togetherness (Juliani & Bastian, 2021). Global diversity refers to the unity of the nation in welcoming global mobility. Critical reasoning refers to the nation's intelligence in dealing with all crises and problems that confront it. Creative refers to innovation for the betterment of the nation. In every learning process, all must synergize, because morals alone will not make this country progress, intelligence alone will not bring this nation into the future. Have morals but also have a global orientation (Suradarma, 2018). That is, everything must be linked, must be correlated, and must be supportive. That is the true meaning of this guide. In other words, referring to the results of the answers to question number two of the questionnaire, it can be said that teachers are aware of the importance of teaching modules, with all updates and innovations that refer to the Independent Curriculum, still without selective logging, must be appropriate and refer to the Pancasila Student Profile . Pancasila is an absolute that students and students need to continue to get used to, from schools to universities, from organizations to institutions (Istianah, Mazid, Hakim, & Susanti, 2021).

Third, the results refer to the answers of the teachers who agree that the teaching module is an elaboration of the Learning Objectives Flow (ATP) designed according to the long-term level of student development. Long-term oriented learning is the marwah of learning nomenclature. Studying is not about a person passing a test phase, exercising discipline, and being able to answer every question. Learning is a process of self-development, a process in which a person goes beyond what he is previously. Learning must have a lasting impact on the learner and that is the flow of the true learning objectives.

Fourth, the results refer to the answers of teachers who agree with the objectives of developing teaching modules to develop teaching tools that guide educators in carrying out teaching. Modules are always relevant to learning devices. Module development definitely leads to the development of learning tools. This development is a continuity from the universe of learning and teaching, moreover the Independent Curriculum demands adjustment to the preconditions of students with various interests and talents. In other words, the agreement or agreement of all teachers can be understood as something absolute. In the context of Indonesian language subjects, the development of teaching modules and tools can be directed at communication and production skills, bearing in mind that there are global currents that force them to be more active in using Indonesian as a national identity.

Finally, the results of the teachers agree that the criteria for teaching modules must be interesting, meaningful, and challenging, which are expected to be able to foster an interest in learning and involve students actively in the learning process. The Independent Curriculum encourages teachers to bridge the potential of students with their various freedoms. That is, teachers must provide a service that can bridge the potential and skills that students are interested in for their future.

4. Conclusion

From the description of the discussion that has been described above, it can be concluded that the Independent Curriculum is a certainty that cannot be denied so that teachers, especially Indonesian language subjects, see that they have to adapt to the adjustments to the curriculum. Teachers see that by freeing students from their interests, teachers must also be free in making,

choosing, and modifying teaching materials as well as developing teaching modules that are relevant to efforts to form a Pancasila Student Profile. In addition, Indonesian language subject teachers agree that the teaching module is an elaboration of the Learning Objective Flow (ATP) which is oriented towards long-term development and the development of the module will affect the development of learning tools. With interesting, meaningful, and challenging teaching module criteria, it will develop interest and reinforce motivation to learn because by involving their (students') needs, they will actively want to be involved in the learning process.

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