



Teachers' Readiness and Ability in Designing Teaching Modules in The Independent Curriculum

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Abstract

The curriculum continues to change and is developed according to the needs of the time. The purpose of curriculum development is to be able to facilitate all the needs of students so that the learning objectives are achieved optimally. The independent curriculum emerged as a renewal of the previous curriculum. One aspect that has changed is the teaching device in the form of teaching modules with many components in it. Therefore, most teachers experience difficulties in their preparation. The purpose of this study was to find out how the teacher's readiness and ability to develop teaching modules based on the Merdeka curriculum and steps that can be taken to improve the teacher's ability to develop teaching modules. Writing this article using a literature approach (literature review). The results of the study found that there were still many teachers who were not fully prepared to implement the independent learning curriculum, this could be seen from the fact that there were still many teachers who were unable and had difficulty in compiling teaching tools, one of which was the teaching module. Concrete efforts are needed to improve teacher abilities and competencies, including by holding training and or technical guidance related to the preparation of teaching devices according to the demands of the Merdeka curriculum. Thus, the problem of unpreparedness and the inability of teachers to compile teaching modules can be resolved properly.

Keywords: teaching modules, independent curriculum teaching modules, and independent learning teaching tools.

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Introduction

Education is an important part of realizing human beings who are intelligent and have character. To make it happen, an educational process is needed. The educational process is an activity or activity that mobilizes all educational components by educators toward achieving learning objectives (Ilham, 2019)

This process is a core part of the education system that will determine how the output and outcome will be. A quality input will be wasted if the process is not of good quality either (Haryati et al., 2017) With the implementation of a good process, it is hoped that students can achieve achievements in both academic and non-academic fields (Nurtanto et al., 2020).

In its implementation, the educational process experienced challenges in facing the era of society 5.0. The rapid development of the times must be followed by innovations in the field of education and teaching (Nugraha & Aminur Rahman, 2021). Individuals who are not ready to face this era will experience being left behind and even oppressed because this era is a continuation of Industry 4.0 technology (Hendarsyah, 2019). Therefore, students must be prepared as early as possible to face this era (Inayati, 2022)

Efforts that can be made to answer the challenges above are to innovate the curriculum. The curriculum itself is a very important part of education (Ima Frima Fatimah, 2021). The curriculum has an important role for educators in educating and guiding students according to their needs. There is a close relationship between the curriculum and improving the quality of education in the learning process (Marisa, 2021). Quality education can be realized with the condition that there is planning, regulation, and various supporting policies in the education system (Setiawan, et al., 2022) (Daga, 2021) (Ujang Cepi Barlian, Siti Solekah, 2022)

The curriculum always needs to be developed to meet the needs of its time. (Indarta et al., 2022) said that curriculum development can be said to be effective if the results are following the demands and needs, relevance, continuity, flexibility, practical and effective. The development of this curriculum should have a solid and principled foundation to support the achievement of educational goals (Hartoyo & Rahmadayanti, 2022).

Teachers as the spearhead of educational success have a direct role in developing, monitoring, and implementing the curriculum so that learning runs smoothly and achieves the expected goals (Dhani, 2020) (Zahir et al., 2022). Teachers must also be prepared to apply innovative (Priyanti, 2019), adaptive (Sukajaya, 2017), and collaborative (Apriyono, 2013) learning in the classroom. This is considering that the world continues to experience rapid changes and developments (Hendarsyah, 2019). (Marisa, 2021) (Nugraha & Aminur Rahman, 2021)

Learning designed by the teacher must be able to accommodate all students. Because the teacher has a very big contribution to the success of a lesson, the teacher certainly has a role in helping students to realize their life goals (Zamili, 2020) (Rindayati et al., 2022)

Seeing the enormous role and strategic position of teachers in improving human resources, teachers should always improve their professionalism in carrying out their duties and responsibilities (Muhson, 2012). The professionalism of a teacher is needed as a provision in accessing changes such as learning methods and technological developments, all of which are shown in the interest of the learning process (Yunus, 2016). A teacher can be said to be a professional if he always tries to improve his quality and always updates the competencies he already has (Nurtanto et al., 2020).

A professional teacher is not necessarily obtained instantly. Many stages must be passed to become a professional teacher (Jannah, 2021). The professional capabilities referred to include basic teaching skills and a deep understanding of students, learning objects, and conducive situations in implementing learning activities (Muhson, 2012). Among the competencies that must

be possessed by teachers include pedagogic competence, personal competence, social competence, and professional competence (Noorjannah, 2014).

Of the many abilities that must be possessed by teachers, one of them is designing teaching modules according to the demands of the Merdeka curriculum. The teaching module itself can be interpreted as a learning device or design that is based on the current curriculum and then implemented to achieve predetermined competency standards (Nurdyansyah & Mutala'iah, 2015). The main function of teaching modules is to support teachers in designing lessons (Nesri & Kristanto, 2020). The teaching module that is known today is a refinement of the Learning Implementation Plan (RPP) used in the previous curriculum (Maulinda, 2022).

When preparing teaching modules, the teacher plays an important role where the teacher's ability to innovate in teaching modules is needed. Therefore, designing teaching modules includes teacher pedagogic competencies that need to be developed. This is done by teaching techniques by teachers in the classroom that run more effectively, and efficiently, and do not deviate from predetermined achievement indicators.

Ideally, teachers are required to compile teaching modules to the fullest, but in reality, there are still many teachers who do not understand how to compile and develop teaching modules in the Merdeka curriculum (Maulinda, 2022) (Susilowati, 2022). Learning that does not plan teaching modules properly will result in learning imbalances that occur between teachers and students. Therefore, this study discusses how the teacher's ability to compile, design or develop teaching tools in the form of teaching modules in the Merdeka curriculum. The aim is to find out how the teacher's readiness and ability to develop teaching modules based on the Merdeka curriculum and steps that can be taken to improve the teacher's ability to develop teaching modules

Methodology

The research was conducted using a descriptive-qualitative method with a literature review approach (library research). Library research is conducted by collecting data and information in the appropriate literature. The method used in this research is a literature study, namely, research carried out by collecting and analyzing information on publication results, either from books or through searching relevant journals and supporting research topics and other written sources (Andini et al., 2021). Researchers utilize several database sources such as Google scholar, science direct, semantic scholar and the Education Resources Information Center (ERIC). The journal articles taken have something to do with the problems discussed in this study Teachers' Readiness and Ability in Designing Teaching Modules in The Independent Curriculum. The results of collecting information from the relevant articles are then analyzed using the content analysis method.

Results

The implementation of the independent curriculum at all levels of education has the goal of improving the learning and teaching process which has been hampered by the Covid pandemic. In its implementation, the government offers three options for educational units including (1) independent learning, (2) independent change, and (3) independent sharing (Rahimah, 2022). The implementation of the Merdeka curriculum has an impact on changes that occur in teachers and all related educational stakeholder components (Deni Sopiansyah, Siti Masruroh, Qiqi Yuliati Zaqiah, 2017). This change also occurs in the administration of learning, teaching strategies, and assessments carried out by the teacher to find out the extent to which learning objectives have been achieved.

To prepare teachers who are ready to face the challenges of implementing the Merdeka curriculum, there have been many efforts made by the government and related educational institutions to make these teachers professionals in their field. However, many teachers were found who had poor performance in carrying out their duties and responsibilities (Rahimah, 2022).

Teaching modules are compiled and developed by each educational unit based on the provisions in the Independent Curriculum. Based on the results of observations made by (Rahimah, 2022) there are still many teachers who have not been able to compile and design teaching modules in the Independent Curriculum. Most teachers are still blind to the concept of developing independent curriculum teaching tools. This problem can be overcome by holding training or workshops as well as assistance from related parties regarding the technique of preparing teaching modules (Ineu et al., 2022) (Palobo & Tembang, 2019).

The lesson plans made by each educator are not the same. The lesson plan is designed by taking into account various factors such as the diversity of student characteristics, school environment, school facilities (facilities and infrastructure), and others (Purnawanto, 2022). Research conducted by (Nurhayati et al., 2022) also found that most of the teachers themselves lacked knowledge in terms of preparing learning tools. Teachers need practical assistance to be able to make lesson plans following the demands of the Merdeka curriculum. Whereas (Lince, 2022) reveals that one thing that is important for the success of a curriculum is how each teacher's efforts are in properly preparing their lesson plans.

Research conducted by (Hidayat et al., 2022) provides insight into problems related to the inability of teachers to develop teaching tools. Training is used as a medium for increasing teacher abilities in making learning tools. Most of the teachers have succeeded in making several important parts in the preparation of good learning tools following their expertise and professionalism.

The results of the assessment related to teacher readiness in implementing the Merdeka curriculum can be seen in the following table (Jamjemah, Djudin Tomo, Erlina, 2022);

Table 1. Teacher readiness in implementing the merdeka curriculum

Teacher' s Readiness	Percentage
Use of Teaching Devices	65%
Project Based Learning	65%
Learning strategies	60%
Learning Assessment	60%
Learning Collaboration	80%
Parental and Community Engagement	50%

From the table above it can be informed that only a few teachers use teaching tools, and design project-based learning and most teachers have not used learning strategies, or learning assessments and have not collaborated and involved parents and the community. However, after conducting the socialization and training, 86.13% of the teachers were ready to design teaching tools in the form of Independent Curriculum teaching modules.

Regarding the readiness of teachers in implementing the Independent Curriculum in other schools, it was also found that the majority educators were not fully prepared. This is because educators only use the teaching modules that have been provided, without changing or modifying them according to the needs of students at the school (Rizki Septiana & Hanafi, 2022).

Discussion

The teaching modules in the Merdeka curriculum are considered to be quite a crucial device for the smooth implementation of the new paradigm, especially when it is associated with

adjustments to the industrial and digital revolutions (Maipita et al., 2021). Because the teaching modules in the implementation of the Independent Curriculum are very crucial, (Setiawan, al., 2022). Revealed that in compiling the teaching module several things need to be considered such as the module must be interesting, meaningful, and challenging for students. The hope is to foster students' interest in learning and involve students actively in learning. Learning in the Merdeka curriculum requires teachers to be more creative, and innovative, not to place themselves as the only source of learning, and to place students as subjects not just learning objects. This needs to be done to create a fun and democratic learning process by respecting every opinion which in the end meaningful learning will be achieved (Ujang Cepi Barlian, Siti Solekah, 2022)

The teaching modules in the Merdeka curriculum are very complex, requiring the development of teacher professionalism to be able to apply and develop various learning tools for the Merdeka Curriculum including the preparation of project modules (Rahayu et al., 2022). Teacher professionalism is related to pedagogical, personality, professional, and social competence (Depdiknas, 2008). Apart from teachers being required to be skilled in teaching, professional teachers must also have a good mastery of knowledge, be wise and be able to socialize well (Daga, 2021).

In preparing lesson plans teachers are required to follow learning trends that are relevant to current conditions (Ahmal et al., 2020). Teachers are required to develop a complete and systematic lesson plan so that interactive, inspirational, fun, and challenging learning occurs and can motivate students to be active in the learning process in class and can develop students' talents, interests, physical and psychological (Rukayah, 2018)

The term independent learning in the Merdeka curriculum has become very popular among educators. The Independent Learning Learning Plan is the latest policy and a challenge for all teachers in Indonesia (Wiwi Uswatiyah, 2021). With the independent learning policy, teachers need to improve the quality of teachers, curriculum, and others (Sari, 2020). This policy requires teachers to manage and make learning plans that are integrated with technology (Fernandes, 2014) (Aprima & Sari, 2022)

Based on the findings that have been described regarding the readiness and ability of teachers in compiling the Merdeka curriculum teaching tools, it was found that there were still many teachers who were not ready to implement or implement the Merdeka curriculum along with all of its teaching tools, this was indicated by the weak ability of teachers to develop teaching tools in the form of teaching modules. which is one important component of learning. Therefore, a concrete effort is needed to overcome this problem.

(Nellitawati et al., 2022) revealed that training and direct technical assistance were needed regarding how to prepare teaching tools by bringing in experts who are experts in the field of Independent Curriculum teaching tools. As stated by several researchers and writers, teacher abilities and competencies can be improved through training (Mulyawan, 2012) (Sa'bani, 2017) (Rukayah, 2018)

(Supentri, Jumili Arianto, Ahmal, Yuliantoro, 2020) explains that the training carried out can improve the competence and ability of teachers in developing learning tools based on independent learning. The stages are 1) the stage of preparation and development of training materials, 2) the stage of training, and 3) the stage of assisting in the preparation of learning tools.

Conclusion

The rapid development of all aspects of life demands renewal in the Indonesian national education curriculum. One proof of curriculum renewal is the emergence of the Independent Curriculum. Changing the education curriculum is followed by adjustments to teaching tools related to lesson plans, teaching techniques or strategies, and assessments. Teaching modules as

one of the crucial components of the curriculum is a challenge for educators, especially in terms of preparing and developing teaching modules. There are still many teachers who have not been able to compile and develop teaching modules according to the provisions of the Independent Curriculum. To overcome this, concrete efforts are needed such as holding training and technical guidance (Bimtek) related to the preparation of teaching devices by experts in their fields. In this way, the problems that occur will be resolved properly.

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