

ANALYSIS OF CLASS 1 MERDEKA CURRICULUM TEACHING MODULES AT XAVERIUS 1 PRIMARY SCHOOL PALEMBANG

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ABSTRACT

The current education system in Indonesia has implemented a new curriculum known as the Merdeka Curriculum. Merdeka Curriculum is a refinement curriculum from the 2013 Curriculum. In the implementation of Merdeka Curriculum, it consists of teaching modules used in the learning process. The Ministry of Education, Culture, Research and Technology explained that the Merdeka Curriculum focuses on essential content and the development of students' competencies in each phase to enable students to learn more deeply, meaningfully, and enjoyably. The objective of this research is to describe the analysis results of the teaching modules in Merdeka Curriculum in Xaverius 1 Primary School Palembang. In accordance with the teaching modules based on the decision of the Ministry of Education and Culture, Research and Technology No 033/H/KR/2022. This research used a qualitative descriptive approach method. The technique of collecting data involves interviews, questionnaires, and documentation. The subject in this research is Parallel Teacher in 1A, 1B, 1C, 1D Classes and the research object is the teaching modules for grade 1. Data validity is ensured through source triangulation. The technique of analyzing data used an interactive model from Miles Huberman. The result of this research indicated 91.1% compliance with teaching modules, syllabi, and ATP (Annual Program Plans), with 8.88% non-compliance. Meanwhile, the compliance of components and alignment with Learning Objectives within the elements is 100%.

Keywords:

Merdeka Curriculum,
Teaching Modules,
Elementary School.

INTRODUCTION

Education is something that is important, therefore every human has the right to obtain education (Maulida 2022). According to Angga (2022), a nation is advanced when it starts with advanced education. Education is a process in life with the purpose of developing the potential in individuals to become educated beings, both emotionally, cognitively, and psychomotorically. The process of education starts with the family environment, the school environment, and the last is the society environment (Maulida, 2022). A curriculum that becomes a guideline in the implementation of learning has undergone numerous developments and changes.

According to Kamaludin and Suryaman, as cited by Rahmasayanti (2022), a curriculum is a set of education programs that have been designed and implemented to reach learning objectives. The implementation of the education curriculum in Indonesia determines success in education. In the Indonesian education system, the current curriculum uses Merdeka Curriculum. Merdeka Curriculum is a curriculum aimed at creating future generations that are excellent (Angga, 2020). The advantages of Merdeka Curriculum, as explained by the Minister of Education and Culture, are more focused on the material that is essential and the development of students' competence in their respective phases, allowing students to learn more deeply, meaningfully, and joyfully. Merdeka Curriculum also prioritizes developing students' character in the context of learning that is appropriate to the Pancasila learner profile.

The Minister of Education, Culture, Research, and Technology, launched the new curriculum, called “Merdeka Curriculum”, in February 2022 (Riswakhyuningsih, 2022). In the Independent Curriculum Minister of Education, Culture, Research, and Technology, Nadiem Makariem, introduced an initiative program known as Merdeka Belajar. Nadiem Makariem explained the purpose of creating Merdeka Belajar within the Merdeka Curriculum is to make the teaching and learning process enjoyable for teachers, students, parents, and everyone.

According to Saleh, as cited by Angga (2022), Merdeka Belajar is a program designed to uncover and develop the potential of students with the purpose of improving the quality of teaching and learning activities in the classroom. In the current education system in Indonesia which has implemented a new curriculum, an Independent Curriculum, teaching modules become a guideline or reference in the teaching and learning process within the classroom (Rahmadayanti, 2022). Teaching modules are learning guidelines that are applied in line with the curriculum to achieve the learning standards set forth (Maulida, 2022). The teaching module in the Merdeka Curriculum is a document that has objectives, measures, learning media, and assessments based on the Alur Tujuan Penelitian (ATP) framework created by Rahmadayanti (2022).

Furthermore, teaching modules have a crucial role which is the used guidelines by teachers amid the process of teaching-learning activity. Thus, teachers play vital roles and are required to be able to innovate and to think in creating teaching modules. In creating teaching modules, teachers are obligated to fulfill the qualifications first, namely accomplishing the existing criteria and adjusting teaching modules to learning and assessment (Maulida 2022).

The researcher did an observation in numerous private schools in Palembang. After observing the elementary school, it turned out that both schools have implemented Merdeka Curriculum. The result showed that teaching modules are composed of teachers, but some had been completed and some were just in the process of preparing the teaching modules. The research site at Xaverius 1 elementary school Palembang has been accredited “A”, and is also the first private elementary school appointed by the South Sumatra Education Office Government to implement the Merdeka Curriculum. Also, Xaverius 1 Elementary School Palembang is an initiator elementary school. Furthermore, the aim of this research is to seek out whether the implementation of teaching modules are in accordance with the Decree of the Ministry of Education, Culture, Research, and Technology No. 033/H/KR/2022. Therefore, the research’s object is teaching modules which are composed by teachers of Xaverius 1 elementary school Palembang.

Based on the Decree of the Ministry of Education, Culture, Research, and Technology No. 033/H/KR/2022, the suitability of teaching modules includes 1) suitability of elements in CP. 2) Suitability between teaching modules with syllabus and ATP (flow and learning activity), 3) Analysis of teaching modules’ components. Based on the stated background, the researcher is eager to examine theoretical towards teaching modules which are composed by grade 1 parallel teachers in Xaverius 1 Elementary School Palembang, entitled “Analysis of the Grade I Merdeka Curriculum Teaching Modules at Xaverius 1 Elementary School Palembang”.

There are numerous researchers who have conducted research related to the implementation of Merdeka Curriculum. These are the results which relevant with this research, namely research conducted by Yekti Ardianti, Nur Amalia, in 2023,

which is the result of research at Muhammadiyah Surakarta University entitled "Merdeka Curriculum: The Meaning of Merdeka in Learning Planning in Elementary Schools". The result showed that the readiness of principals and teachers is urgently needed in the implementation of Merdeka Curriculum because this is still a new phenomenon. In a teaching-learning activity, teachers still rely on teaching modules from the central government. Furthermore, in implementing the Merdeka Curriculum, there are new things that must be considered, namely the project to strengthen the profile of Pancasila students. Moreover, research was conducted by Pipih Nurhayati, Mario Emilzoli, Dzikra Fu'adiah in 2022. This research is the result of research from STAI Siliwangi Bandung entitled "Improving Skills in Preparing Teaching Modules and Project Modules for Strengthening the Pancasila Student Profile of the Merdeka Curriculum for Madrasah Ibtidiah Teachers". This study aims to add insight and direct practice to prepare learning tools used in the Merdeka Curriculum, namely teaching modules and project modules for Strengthening the Pancasila Profile. The results of this study indicate that there is an increase in the skills of preparing Teaching Modules and Project Modules for Strengthening the Pancasila Student Profile, which was originally 32.35% to 91.15%. The difference between this research and the research to be carried out lies in the research objectives, time and place of research.

METHOD

This research adopts a qualitative research type with a descriptive approach. As described by Anggito and quoted by Rahayu (2022), qualitative research is a process of collecting natural data with the purpose of analyzing a phenomenon, focusing on understanding, and searching for meaning, characteristics, concepts, symptoms, symbols, and descriptions. The researcher has utilized this method systematically to describe the alignment of the teaching modules created by grade 1 teachers at Xaverius 1 Elementary School Palembang with the Decree of the Ministry of Education and Culture, Research, and Technology No. 033/H/KR/2022. Its evident that your research employs multiple data collection techniques, including interviews, questionnaires, and documentation. This semi-structured interviews allow for both structured questions and open-ended responses, to gather insights from teachers in classes 1A, 1B, 1C, and 1D. These interviews will follow guidelines and cover various indicators such as concepts, criteria, components, assessments, and obstacles with corresponding solutions.

In addition, the research involves distributing questionnaires to teachers in these classes. These questionnaires focus on components of the teaching modules and challenges related to the design and implementation of the Merdeka Curriculum teaching modules. The questionnaires were distributed to teachers in classes 1A, 1B, 1C, and 1D is a good way to ensure a comprehensive data set. Moreover, to collect the data the researcher uses the Mile and Huberman techniques. Mile and Huberman propose that qualitative data analysis involves interactive and sequential activities that are conducted systematically until the analysis is completed. There are several steps in data analysis : data collection, data reduction, data presentation, data withdrawal, conclusion drawing.

RESULTS AND DISCUSSION

According to Rahayu (2022), the Merdeka Curriculum puts a stronger focus on creativity of thought. One program initiated by the Ministry of Education and Culture is the school initiator program. This program is designed to support schools in cultivating a generation of students with strong characters as Pancasila students. According to Aina as cited by Rahayu, teachers play a crucial and essential role in implementing the Merdeka Curriculum. Teachers are expected to be able to act as an initiator in making decisions related to the positive aspects for their students.

The learning process in the Merdeka Curriculum refers to the Pancasila students' profile. As stated in the Decree of the Minister of Education, Culture, Research, and Technology No. 126 of 2021, there are several arrangements for implementing the Merdeka Curriculum, namely, learning structure, learning outcomes, learning principles, and assessment. The decree also listed several phases of development and strengthening of basic literacy and numeracy skills in the application of the Merdeka Curriculum in schools, namely, phase A for grades 1 and 2, phase B for grades 3 and 4, and phase C for grades 5 and 6 (Rahayu, 2022).

The assessment system in the Merdeka Curriculum in Initiator school is carried out comprehensively, which focuses more on talents and interests without burdening students. In line with the statement of the Minister of Education and Culture, In Jakarta, on December 11th, 2019, about the 4 policy pillars, which is the National Exam (UN) will be abolished and replaced by Minimum Competence Assessments and character surveys. Schools are also given full authority regarding the National Examination Policy, the simplification of Lesson Implementation Plans (RPP), and emphasizing more on a zoning system for student admissions (Rahayu, 2022).

In the implementation of the Merdeka Curriculum, the Instructional learning tools used are the teaching modules. Rahmadayanti (2022) states that teaching modules are utilized as guides or references during the learning process in the classroom. Maulida (2022) states the same thing that teaching modules serve as guides in the classroom learning process, aligning with the curriculum and aiming to achieve the defined learning standard competence. These modules include objectives, steps, learning media, and assessments based on the Learning Objectives Sequence (ATP) Rahmadayanti (2022).

Before the implementation of the Merdeka Curriculum, in the previous curriculum the 2013 Curriculum, the guideline used in the teaching and learning process was the Lesson Implementation Plan (RPP). However, after the application of the Merdeka Curriculum, the guideline used is teaching modules as a replacement for RPP. As cited in the Culture of Education and Culture portal, teaching modules which the curriculum of the learning process is extracurricular and varies.

The Ministry of Education, Culture, Research, and Technology Decree No. 033/H/KR/2022 determines the learning outcomes outlined within teaching modules. This decree contains the Learning Outcomes to be further developed in the implementation of teaching, which are documented within the teaching modules in accordance with predetermined components. The teaching module contains objectives, steps, learning media, and assessments based on the flow of research objectives that have been developed from the predetermined learning outcomes.

Based on the data collection method that has already been conducted, the research findings are outlined as follows:

1. Based on the document analysis conducted by the researcher, which includes teaching modules, (ATP), and syllabi created by the 1st grade teachers. It was found that there are differences between teaching modules, syllabi, and (ATP). The analyzed teaching modules were for specific semesters. There were 45 as a total of teaching modules analyzed, created by parallel teachers for the 1st-grade students in the group. The following below presents the correspondence among teaching modules, syllabi, and (ATP).

Table 1 Results of Teaching Modul Ajar, Syllabus, and ATP Analysis

Subjects	Compatibility		Incompatibility	
	Total Modules	Percentage	Total	Percentage
Pancasila Education	10	100%	-	-
Bahasa Indonesia	7	95%	1	5%
Mathematics	21	80%	3	20%
Music	3	100%	-	-
Total	41	91,1%	4	8,88%

2. The analysis of the content component within the documents, specifically teaching modules based on the Ministry of Education and Culture in 2022. In the Ministry of Education and Culture document, it is stated that teaching modules cover several components. The table below is the analysis results conducted by the researcher on the teaching modules created by the parallel teachers for the 1st-grade students at Xaverius 1 Primary School Palembang.

Table 2 Teaching Module Components Analysis Results

Subjects	Compatibility		Incompatibility	
	Total Modules	Percentage	Total	Percentage
Pancasila Education	10	100%	-	-
Bahasa Indonesia	7	100%	-	-
Mathematics	21	100%	-	-
Music	3	100%	-	-
Total	45	100%	-	-

3. Based on the document analysis conducted by the researcher about the compatibility of Learning Outcomes within the elements according to the Ministry of Education, Culture, Research and Technology Decree No. 033/H/KR/2022, the following results were obtained and presented in the form of percentages.

Table 3 Analysis of Learning Outcomes Results in Elements based on Ministry of Education, Culture, Research and Technology No. 003/H/KR/2022.

Subjects	Compatibility		Incompatibility	
	Total learning outcomes	Percentage	Total	Percentage
Pancasila Education	2	100%	-	-
Bahasa Indonesia	2	100%	-	-
Mathematics	3	100%	-	-

Subjects	Compatibility		Incompatibility	
	Total learning outcomes	Percentage	Total	Percentage
Music	3	100%	-	-
Total	10	100%	-	-

The interview results describe the obtained information about the design of the teaching modules related to the implementation of the Merdeka Curriculum. A well planned approach is necessary to make sure that the goals of Merdeka Curriculum are achieved during its implementation. In the planning of Merdeka Curriculum, Schools have been appointed by the government to implement the Merdeka Curriculum and act as initiator schools. However, not all schools have been appointed to implement the Merdeka Curriculum. Schools that have been appointed as the Initiator school means they have fulfilled certain criteria. Because of that, they designated the implementation of Merdeka Curriculum.

Schools that have implemented the Merdeka Curriculum have certainly prepared various things, especially in the Merdeka Curriculum learning tool, such as the teaching modules. Xaverius 1 Primary School Palembang is one of the schools that have implemented the Merdeka Curriculum and already has the initiator teachers. Therefore, teachers need to prepare the instructional materials, namely teaching modules. Previously, the teachers also have done the training as well.

In designing the teaching modules, teachers at Xaverius 1 Primary School Palembang have the ability to create or modify the new ones. In designing the teaching modules, teachers must first determine the Learning Outcomes according to the specified phase. Based on the interview results, teachers for the 1st grade at Xaverius 1 Primary School Palembang collaborate in the module design alongside the other parallel teachers. Teachers will collaborate with each other and discuss to determine the Learning Outcomes which will be developed in teaching modules to be created and used during the learning activities.

In teaching modules development, A teacher has to create teaching modules that serve as a guide for the learning activities. In teaching modules development, teachers use guides from the government to determine the Learning Outcomes to be used. Teachers must consider the characteristics of the students. Afterward, teachers discuss together to determine the Learning Outcomes which will be used to suit the students' characteristics. Just like the research conducted by Wijayati (2022), she suggests in the Merdeka Curriculum, it gives a big opportunity and chance for the teachers and the students to think independently (Merdeka). Therefore, teachers' creativity is the key in supporting its implementation.

Teachers can design more engaging learning activities after determining the learning objectives. They choose suitable instructional media based on the learning objectives to be achieved, after that choosing the suitable assessment for the 1st grade standard by making it easier and accessible. The teaching modules can be developed by the respective grade teachers. Therefore, teachers must be creative in developing teaching modules in the classroom learning process to achieve the learning goals.

The difficulties in designing and implementing teaching modules align with the research results by Wahyun, as cited in Aprima (2022), stating that teachers face difficulties in implementing the Merdeka Curriculum, which is in structuring teaching

modules, learning implementation, and scoring in learning. The difficulties arise from the new terms namely, Learning Outcomes (CP), and Learning Objectives Sequence (ATP). Implementing the Merdeka Curriculum is a new thing for both schools and teachers. In this case, teachers must have experienced difficulties in planning or even in implementing the teaching modules itself.

Understanding the characteristics of children is divided into several Phases such as Phase A, and Phase B. Teachers sustain difficulties in this regard because each class regards several different characteristics of children, particularly in terms of understanding, thinking abilities, self-confidence levels, learning styles, skills, and concentration during the learning process. Therefore, in this case, it is not easy for teachers to understand the individual characteristics of each student due to the heterogeneity of students in every class. The determination assessment and evaluation methods are challenging, as indicated in the interview results conducted by the researcher. Teachers face difficulties in deciding which assessment and evaluation methods to use and how to conduct them. This is because these concepts are still a novelty to teachers. Nevertheless, because the design of teaching modules is developed simultaneously with parallel 1st grade teachers, teachers are able to exchange ideas for determining the assessment and evaluation methods to be used. A challenge also arises regarding the curriculum content. If the material is completed more quickly, it becomes necessary to think about how to keep students engaged in the learning process, as they have already studied the material in the previous week. Then, in the following week, the material can be further deepened, considering the differing abilities of the students in the learning process.

In the implementation of teaching modules in the classroom, teachers experience difficulties during the teaching process. This is because each student has several abilities, resulting in situations where some students have a deep understanding of the taught material, while others may struggle to comprehend it when the teacher explains the lesson. This is because of the various abilities of the students. Based on the challenges faced by teachers at Xaverius 1 Primary School Palembang, it can be conclude that both in the design and implementation of teaching modules, teachers still encounter difficulties. This is mainly due to the fact that the Merdeka Curriculum is relatively new and different from the previous curriculum, which was the 13 Curriculum. Similar to the research conducted by Maulida (2022), it indicates the common regard, where teachers are still unable to fully develop teaching modules to their maximum potential because they do not have detailed understanding of the preparation and development of teaching modules in the context of Merdeka Curriculum. As a result, teachers encounter difficulties in this regard.

The completion to addressing these challenges or difficulties is that the grade 1 parallel teachers at Xaverius 1 Elementary School Palembang have created a regular meeting agenda to gather together. In the agenda, the teachers engage in discussions to identify the issues they encounter during the design and implementation of teaching modules. After sharing and discussing the difficulties, the teachers will collectively seek solutions.

CONCLUSION

The results show a higher percentage of compatibility than the percentage of incompatibility, namely the suitability of the teaching module, syllabus and ATP 91.1% and incompatibility 8.88%, while the suitability of the components and the suitability of the Learning Outcomes in the elements are 100% in accordance with the Decree of the Ministry of Education and Culture No. 033/H/KR/2022. In addition to the results of the analysis of the teaching module, there are findings related to the difficulties faced by grade 1 teachers at Xaverius 1 Palembang Elementary School in implementing the Merdeka Curriculum, especially in designing and implementing learning tools (teaching modules), namely a lot of new vocabulary that makes teachers confused because it is different from the previous curriculum, teachers' difficulties in recognising the characteristics of each student who must be adjusted to different children's abilities in learning activities. In each phase that has been determined, teachers often experience difficulties where teachers are confused if the learning material has finished faster and have to think about filling the next learning hours.

The solution taken by 1st-grade teachers at Xaverius 1 Primary School Palembang to deal with these difficulties is that 1st grade parallel teachers arrange an agenda to discuss the difficulties experienced and explore the solutions together

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